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ABSTRACT

A summary of a year long evaluation of the participants in the 1962-63 Municipal Cooperative Education Program (MCEP) is presented. The MCEP is a work-study program for high school students in New York City which affords participants an opportunity to engage in vocational experimentation under structured and supervised conditions while continuing their education. This evaluation determines what effects, if any, participation in the program had on the student, and comments on these effects in terms of the intended and expected outcomes of program participation. The data was collected through interviews and questionnaires from 48 cooperative and 21 control students. The findings of the study conclude that: (1) the MCEP enhanced the high school curriculum; (2) the value of the vocational experience was determined greatly by the nature of the work assignment; (3) the trainees were at a disadvantage by being placed in special classrooms apart from other students; and (4) the trainees need counseling while participating in the program, as well as at the time of study. The appendixes include samples of correspondence with respondents, research instruments used, information about the data, and tabulated data from questionnaires. (MLP)

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EVALUATION OF THE MUNICIPAL COOPERATIVE EDUCATION PROGRAM:

A REPORT

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October 30,1967

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INTRODUCTION

The study reported herein was funded by the Ford Foundation and administered by the Department of Personnel (the Department) and the Board of Education (the Board) of the City of New York. The initial Ford Foundation grant led to the establishment in 1962 of the Municipal Cooperative Education Program (MCEP), and to a concurrent evaluation of this demonstration project.[1] One of the basic requirements of the grant was that the effects of the program were to be evaluated in a follow-up study. To meet this requirement, in 1966 the Department employed the services of the Center for Urban Education (the Center). The following report is a summary of a year long evaluation of the population of the 1962-63 study.

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[1] Hamburger, Martin. Report of the Evaluation Study of the Municipal Cooperative Education Program, April 7, 1965.

ACKNOWLEDGMENTS

The findings reported here represent an individual research effort. All cooperating agencies desired and honored the independence of the researcher required for objective work. At the same time, many persons, some not connected with the cooperative program, offered invaluable and much appreciated help in the course of the study. Dr. Robert A. Dentler, Director of the Center, was always available for advice and discussion and offered help at important junctions of planning and execution of the project. Leroy T. Miller, Staff Associate, had useful suggestions for approaching interviews and assisted in the hiring of field workers and interviewers. Dr. Bernard Mackler, Assistant Director, George H. Weinberg, Senior Educational Associate, Richard P. Boardman, and Mary Ellen Warshauer, Staff Associates and Harris Dienstfrey, Center Editor, participated in many helpful discussions.

Dr. Martin Hamburger, director of the 1962-63 evaluation, and his assistants Bruce Bernstein and Dr. Roscoe Brown from New York University, were cooperative at all times and remained interested in the program with which they had previously been involved. Dr. Donald E. Super of Teachers College, aided with counsel and material from his related work.

Mr. Hoberman, City Personnel Director, Mr. Charles Setzer, former Field Supervisor of the Work-Study Programs Division of the Department, Miss Frances Goldberger, Supervising Personnel Examiner, Miss Phyllis Cohen, Personnel Examiner, Mr. Hank Pervslin, Coordinator of the MCE Program, and Miss Estelle Silver, Assistant Coordinator of the program proved

cooperative and helpful throughout the year of study and have been kept informed on its progress.

Miss Grace Brennen, former Director of Cooperative Education of the Board of Education, readily lent her services and acted as liaison between the writer and the principals, counselors and program coordinators of the four high schools which members of the sample attended.

The study represents a team effort in terms of employing the services of 11 field investigators, four of whom also participated as interviewers. Contact with each of these persons, while they and the author gathered data, was intense and continual. Seven coders and assistants were also involved in various phases of the work.

The administrative staff of the Center provided prompt and accurate services in bookkeeping and typing along with a variety of duplicating and other office functions.

Community centers, in residential neighborhoods of the respondents, were made available for group meetings through the willingness of their staff to accommodate the research project. A transcribing service was used for both the individual and the group interviews.

The author acknowledges the many direct and indirect contributions of the above persons and agencies, although full responsibility for all aspects of the study rest with her.

OPPORTUNITY STRUCTURE IN HIGH SCHOOL

In academic high schools of New York City, students can earn one of three kinds of diplomas: academic, commercial, or general. Those students who achieve a high enough grade average in junior high school can start their senior high school careers in the academic track. As required by the State, students in this curriculum must pass Regent examinations in courses such as sciences, languages and mathematics, and must maintain a comparatively high grade average.

If the performance of a student is not high in junior high school, and if he or his parents do not explicitly indicate a desire for an academic diploma, one of two courses of action is open to him.

He can enter the commercial diploma curriculum in which he takes such courses as typing, shorthand and bookkeeping. Because of the course offerings, girls are most likely to be enrolled in this track. The students have certain academic standards to maintain in order to receive a commercial diploma, but these are lower than those for an academic diploma.

If a student received poor grades in junior high school, or if his achievement during high school in one of the two above curricula proved inadequate, or if he was subject to disciplinary action by the school, he could be placed in the general diploma track. In this track he is exposed to an easier version of the academic curriculum, with no Regent examinations, language, or science requirements. Although a grade average lower than is needed in the academic track qualifies him for a general high school diploma, prescribed courses for graduation are still necessary.

If a student lacks a course for an academic or a commercial diploma, and he does not make up that course, he receives a general diploma. If he lacks a course for a general diploma, and he does not take extra time to complete it, he cannot graduate from high school.[2]

The three types of curricula in academic high schools of the City have distinctly different educational offerings and prestige among students, employers and admitting bodies of educational and training institutions to which a high school student might apply. The decision concerning which curriculum a student is to follow, thus, is very important, one whose effects may well extend over the life span of an individual. Since the academic diploma is geared towards college, an individual in possession of such a degree can, if he meets other entrance requirements, continue his education at an institution for higher learning. If he chooses not to apply to college, or if he lacks the means to continue his education, he can enter any training or apprenticeship program and has a relatively good chance of obtaining employment because of the prestige of the academic diploma.

The owner of a commercial diploma lacks the courses and Regent examinations required by most accredited four year colleges. The student is therefore geared to become a clerical worker upon graduation from high school. The commercial diploma also enables its owner to undertake a course of study in some other field, or to be trained for work quite different from his high school training because this diploma is proof of a certain level of competence. By and large, the commercial diploma graduate is likely to enter the labor market, because entrance to a college is not readily possible for him unless he makes up missing academic subjects.

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[2] Vocational high schools apprenticeship programs, adult education and home study programs are not considered here.

The general diploma graduate possesses the least valuable and least prestigeous of high school diplomas. He, too, lacks the formal requirements for entrance into an institution for higher learning. In addition, however, he is assumed to have a low ability level and probable attendance and disciplinary problems. He is more likely to be a member of a minority group than are his peers. On the present public education scene, frought with problems of overcrowding, split session attendance, and understaffed schools, he is assumed by the community at large to be undisciplined and barely literate. Like the holder of the commercial diploma, he also has to reengage himself in preparation at the secondary school level to offer evidence of his abilities, before he can compete with his academic graduate peers for entrance into institutions of higher learning. In addition, his chances of succeeding in the labor market are relatively less favorable than those of his peers with either an academic or a commercial diploma. The general track student is, nonetheless, geared to entrance in the labor market rather than to higher education. His diploma is often inadequate evidence of ability or competence needed to obtain meaningful advancement prone positions.

Thus, not only do the three kinds of diplomas differ greatly in educational offerings and prestige, but also in real value on the educational and vocational market place. While specialization of secondary education is defensible in terms of attempting to provide a suitable education to students with varying abilities and needs, there are serious consequences of the separatism of the high school curriculum. The problem arises from the fact that the three curricula are not equal in terms of quality and that they include different student populations. Furthermore, transition from one to the other is very difficult. Therefore, the system of separate tracks effectively acts as a barrier to equal education.

The average educational attainment of the population of the nation is rising, as is the level of minimum educational attainment of its young people. However, de facto criteria of the adequacy of the educational system are the demands which applicants to industry and institutions for higher learning have to meet. Secondary school preparation must aim for and be a valid index of achievement as defined by the rising demands of these institutions. Specialized high school education is a defensible practice, yet because most secondary education is compulsory, all high school curricula should provide a fair chance of vocational and educational success to their graduates, regardless of specialty. Furthermore, while not all high school students go on to college (and perhaps not all desire to or should), the significant point remains that all high school students should have the opportunity to try to achieve according to their potential. Even more significantly, all students should have the opportunity to modify their plans; they should not be structurally barred from changing curricula, as is the case now due to unequal graduation requirements supported by unequal quality of preparation in the different diploma courses.

As mentioned earlier, if a student does not perform well in the academic course, he becomes a general diploma candidate. Yet, no matter how well a general track student performs his work, he does not become a candidate for an academic diploma because of the great qualitative and quantitative difference between the two curricula. During his post high school years, a youngster who may have taken school lightly, and attended in order to be with his friends rather than to learn, pays dearly for this error -- the error, in effect, of being young. Chances are that he learns to live with the consequences of his mistakes rather than to try and amend them through repeating part of his secondary education. In this way, social, educational and vocational differentiation occurs at high school so effectively that it is likely to persist in later years.

A very important development on the current educational scene is the advent of community colleges. A general diploma candidate can enter one of these institutions, and if he takes courses credited by four year colleges, he can make up for the deficiencies of his high school preparation. To do this, however, he has to be determined and clear about his goals, and make the right choice of curriculum. If he may still be subject to the same lack of information, the same pressures and biases as he was earlier, he may become a "general track" community college student. That is, he may find himself taking courses in retailing and bookkeeping instead of freshman English and chemistry. If he does, he will not significantly improve his condition through attendance in a community college only as regards his immediate job getting ability, not in terms of extending the scope of his choice making ability to include academic advancement.

In recent years, a majority of students in some New York City academic high schools have received general diplomas. The educational and vocational chances of young adults with such diplomas in an increasingly demanding labor market are poor. Middle aged women and college students are competing at an advantage for the same jobs as high school graduates and dropouts. Since the number of applicants for semi-skilled and unskilled jobs exceeds the number of job openings, it is the more educated and the more stable employee prospect who is likely to be hired. Since turnover of personnel is one of the customary features of low level jobs, applicants for these positions face the hurdles of the labor market frequently. Those who lack education (proof of ability) and work experience (proof of stability) are likely to encounter difficulties in the form of frequent or prolonged unemployment or employment in unsuitable and unstable positions. The general diploma graduate is a likely candidate for such difficulties. Members of minority groups are likely to be general diploma candidates, and they have an added problem in the form of discrimination.[3]

ATTEMPTS TO IMPROVE OPPORTUNITY FOR THE GENERAL DIPLOMA CANDIDATE

To help the vast numbers of general diploma candidates of New York City high schools in their transition from school to work, a number of educational, counseling, training, and recreation programs have been set up in the City. The programs vary in aim, scope, duration, sponsorship, content and success. They try to provide some of the essential tools for educational, vocational and personal success which these students missed earlier in their lives. Recipients of these services may have been poorly motivated, unrewarded, or uninformed, or may have had problems of discrimination, assimilation or language difficulty, or may have lived under economically adverse conditions, or achieved below their actual abilities during their younger days.

There are many sources of difficulty which programs for the young adult often specialize to counteract; the problems vary from person to person, and the programs are often established to deal with a particular type of individual. In many instances, programs have been able to help adolescents break the cycle of their difficulties and produce positive changes in their lives.

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[3] Youth as a whole is a minority group in the employment process.

THE MUNICIPAL COOPERATIVE EDUCATION PROGRAM

A Ford Foundation grant in 1961 made it possible to organize the expertise of two departments of New York City in a joint effort to bring educational and vocational improvements to the life chances of the general diploma candidates of selected academic high schools of the city. This project, the MCEP, created a cooperative tie between education and work in the curriculum of the junior and senior years of high school. The program participants were envisioned as those who were likely to enter the labor market upon leaving high school rather than to undertake further education and, therefore, were selected primarily from among general diploma candidates. The significance of selection into academic and nonacademic tracks was discussed earlier. This was perhaps more significant than selection into the cooperative program from a nonacademic course, but the decision concerning it predated the decision concerning program participation.

Through the joint intervention of the Department of Personnel and of the Board of Education, students in the general track were given an opportunity to divide their time between school and job as "cooperative students" in order to acquire skills and work habits which would improve their chances on the labor market. Both the Board and the Department were interested in providing vocational opportunity to those students of academic high schools who did not fully benefit from attending such schools.

In the high schools which participated in the program,[4] notices appeared on the bulletin boards and announcements were made on the public address system to introduce the program to the students. In addition, a teacher in the school became a full-time program coordinator, and he visited the classrooms of juniors and seniors to describe the program to the students and to solicit volunteers for it.

Taking part in the program meant that students worked full-time in a City department every other week; and they attended classes full time during alternate weeks. They could work and go to school, and still expect to graduate with their class, because they took double sessions of the required courses in specially established "cooperative classes." As "trainees" in City employ, they earned salaries comparable to that of civil servants in the same positions.

The program offered a change of pace to the students. Students who were in real need of money for self-support and the support of their families now had access to regular income. Students bored with school, poor achievers, those with attendance and disciplinary problems, or students anxious to leave the confines of secondary education could do so without formally becoming dropouts. The cooperative program allowed students to reduce school time while they could continue working towards a high school diploma.

By their junior year of high school, many work-bound students felt a real curiosity about the world of work and whether they could be successful and satisfied in it. The program afforded these pupils the opportunity to make a partial entry into the labor market without forgoing education, in order to test themselves and alleviate some of the anxieties about their potential adult roles.

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[4] Benjamin Franklin High School (BF), Boys High School (B), Morris High School (M), and Seward Park High School (SP)

In short, the MCEP offered an avenue heretofore nonexistent in New York City schools for students to engage in vocational experimentation under structured and supervised conditions while continuing secondary education with an increased likelihood of completing it. As a result of a combination of motives, students in the participating high schools volunteered to undertake this facilitated entry into the labor market.

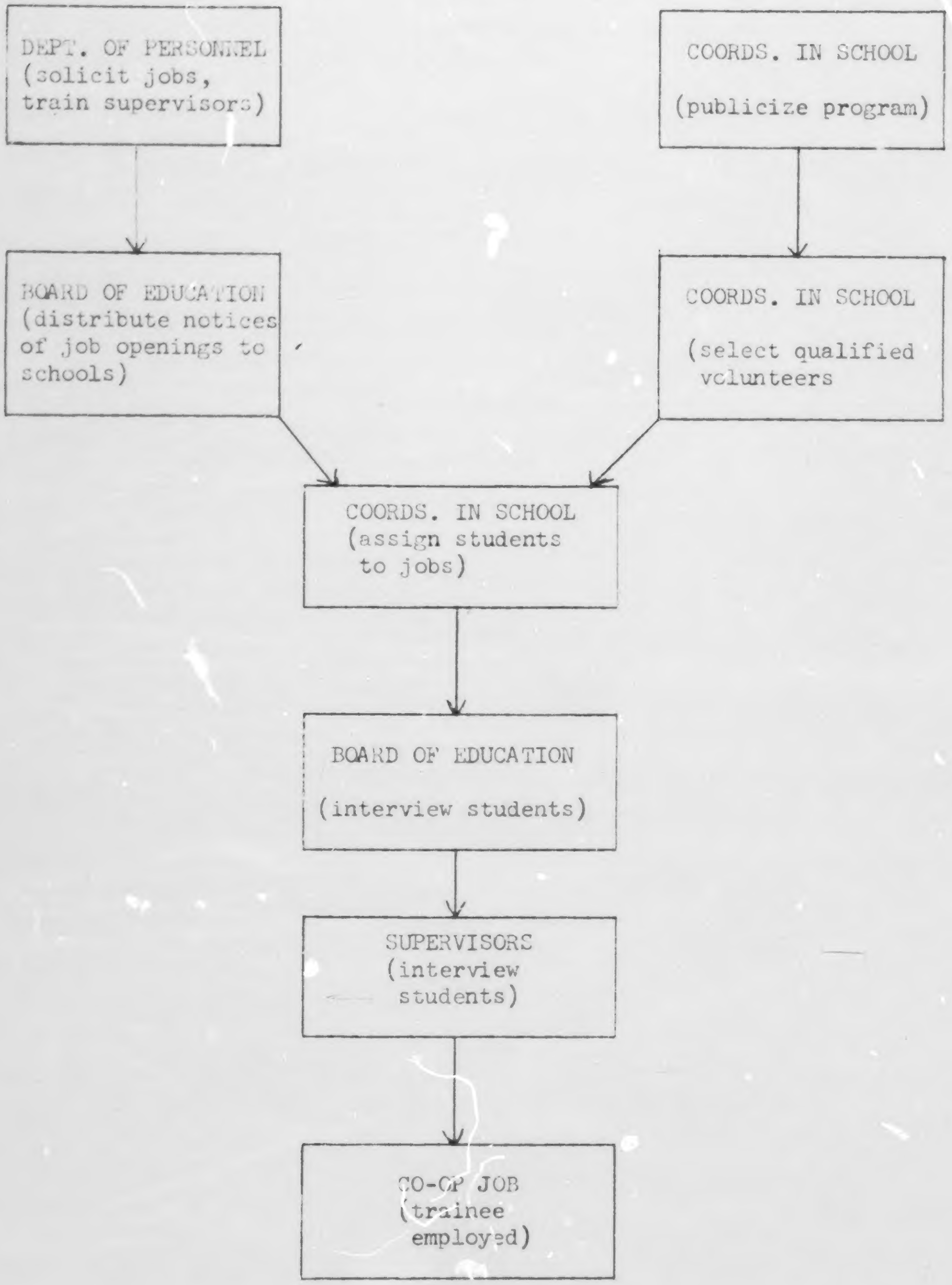
STRUCTURE

According to the statement of the Ford Foundation, the goal of the Municipal Cooperative Education Program was to provide improved and remedial vocational opportunity to some of those high school students of New York City who would encounter difficulty on the labor market upon leaving high school. The program intended to improve the competitive employment status of its participants, and to facilitate transition into the labor market, through the experience of systematic, long-term employment. At the same time, the program tried to reduce the dropout rate by making secondary education available concurrently with a chance for regular work and earnings. Although educational improvements were also hoped for, the program was basically geared towards occupational success and not higher education.

The joint administrators of the program, the Board and the Department, each had an office dealing with cooperative education. This office in the Department was responsible for soliciting job openings in entry occupations in various City departments. It also conducted a training course for some supervisors to sensitize them to their special role as overseers of cooperative trainees, and to offer supervisors suggestions on how to deal with young people.

This office of the Board participated as a screening agency. It received notices of job openings from the Department and submitted them, at its discretion, to program coordinators of participating high schools. It also interviewed each potential cooperative student to screen those who seemed suitable to participate in the program, and offered brief instruction to the students on how to handle employment interviews successfully. The students were informed of the program and were placed for particular jobs through the full-time coordinators in each participating school.

The following diagram summarizes the successive steps involved in being employed as a cooperative student.


DEPT. OF PERSONNEL
(solicit jobs, train supervisors)
COORDS. IN SCHOOL
(publicize program)
BOARD OF EDUCATION
(distribute notices of job openings to schools)
COORDS. IN SCHOOL
(select qualified volunteers
COORDS. IN SCHOOL
(assign students to jobs)
BOARD OF EDUCATION
(interview students)
SUPERVISORS
(interview students)
CO-OP JOB
(trainee employed)

Two factors seemed to determine who became a cooperative student: (1) dissemination of information about the program to the students, and (2) screening of student volunteers.

Induction into the program occurred through volunteering in all cases. The students were reached individually and in groups through the program coordinator, guidance counselors or an interested teacher -- and through public address systems and bulletin boards. Informal channels of communication also existed among students and were functional in introducing the program to them. On the basis of information received through these various channels, the students selected themselves into the program by signing up with the coordinators. Academic standing, financial condition, attitude toward school, family and fraternal opinion undoubtedly affected individual decisions to join the program.

Not all volunteers went on to become cooperative students; they later were selected by others into the program according to two criteria of participation: inadequate level of academic achievement, and financial need. Program coordinators considered school records; volunteering students who achieved below an average of 70 could be selected into the program. In addition, coordinators weighed financial need; while specific income data were not consulted, students who were financially needy could be selected into the program. Although both factors were relevant, both criteria did not always have to be met.

Students were not selected into the program if they were on police probation, but students with police records were not excluded by program-wide policy. The individual school coordinator had the most significant role in creating school-wide policy and practice with respect to behavior problems. He may have decided to try to make the MCEP successful in its first year and so to exclude problem youth, or he may have desired to extend the opportunity to youth who needed rewarding vocational experiences in spite of the fact that some of these youth were potentially behaviorally disruptive. Once a student entered the program, two factors usually determined his placement in a given job: (a) the total number and the kind of job openings made available to each school at a given time, and (b) the achievement, interests and course background of the students.

(a) The Work-Study Programs Division of the Department solicited jobs in City departments for the program and submitted the list of available positions to the Board for allocation among the schools. According to the personnel of the Field Office of the cooperative program in the Department, student shortages did exist at times in some work categories but by and large, more students volunteered to be in the program than there were job openings for them. At times, the changeable personnel requirements of the City caused delays in placing trainees, even after workers were requested for the program. In some instances, students had to wait in the regular general diploma course up to six months for placement. Though the delay caused some disappointments, it is not known how many students rejected the idea of the program because of procrastination, or changed their minds in the waiting interim and decided not to join the MCEP.

The traineeship made available to the students were in regularly existing "entry jobs." As such, these positions required little or no preparation for adequate performance. There were basically three types of work performed by members of this sample within the frame work of the MCEP: clerical, hospital and park. In clerical positions, the students were typists, filing clerks, messengers and the like. In the parks of the City they were part of clean-up crews. In hospital jobs they were cafeteria helpers, lunchroom helpers or assistants to nurses.

The office of Cooperative Education in the Board played a significant role in selecting which schools were to fill what kinds of positions. The fact that special traineeships were established in some of the participating schools, and the fact that the participating schools had different reputations for academic quality resulted in a nonrandom work assignment of the pupils by the Board. For example, in M, a special training program for hospital trainees existed through the establishment of cooperation with a local hospital. Students from that school were, therefore, most likely to become hospital trainees than were students from the other schools. SP was generally considered to maintain relatively higher achievement standards than the other participating schools and, therefore, its students were more likely to be placed in office jobs.

The Board conducted an interview with each of those potential cooperative students who were selected in the schools for traineeships. During the interview, the students were screened for poise and appearance, their records were reviewed, and they were given brief instruction on how to maximize their desirability as employees during the employment interview with potential supervisors.

(b) The experiences of students in commercial or other vocational training, and their expressed interests were noted at times but usually were not decisive in placement due to constraints in the number and availability of jobs, and the criteria of screening.

When a student received his work assignment he became a cooperative student. He worked full-time every other week in a City department. On his assignment he performed the duties of the regularly existing position, and received the salary, vacation and workmen's compensation of a civil servant in that job. That is, since he worked every other week, he received half of the remuneration and benefits of the position. However, his status was that of a trainee. Working at a given job for two years did not qualify him to become a permanent employee of the City. In order to do so he had to observe the steps required of all applicants: to take and to pass the appropriate Civil Service exam, and then to wait to be assigned to a position at the discretion of a central bureau of the Department. However, at the request of his supervisor and depending on approval, a cooperative student could remain in his assignment without any promotions or raises as a "provisional" employee of the City. The maximum period of MCEP participation was two years, although the student had an option with respect to working during the summers.

On alternate weeks the cooperative student attended school full time and another cooperative student worked in that same job; one of the students was a junior, the other a senior in high school. Once a job opening was procured for cooperative students, the City was likely to be able to keep it indefinitely since when one of the students was graduated in any given June, a new junior was then added.

During the weeks he spent in school, the cooperative student attended special classes where he took double sessions of the courses required for graduation with a general diploma: English, history and mathematics. Physical education was also required, but there was not time left during the normal school day for elective courses.

An effort was made to explain the nature and consequences of participation in the program through all media and personnel who had a part in registering, screening and assigning volunteers to the program. Students were told that they were general diploma candidates and that participation in the program would not effect this outcome. They were informed of the courses they would take during their years in the program, and of the special double session classes they would attend. At the same time, they were told that they were in City employment only provisionally and that they would learn skills while earning a salary commensurate with the salary scale of the City for their jobs. They were also informed that in order to remain in the program they would have to observe acceptable standards of study and job performance.

The program was remedial in the sense that it was created in response to special needs of particular young people, and it provided training and work opportunity where these were not ordinarily available. Employment conditions were sheltered to the extent that certain numbers of entry jobs in the City were to be filled by cooperative students only, and that once in the job, satisfactor y performance virtually guaranteed that the trainees could remain for a maximum of two years. No such guarantees exist in the open labor market. A special limitation of the program was that it imposed severe restrictions on job transfer -- restrictions beyond those operating on an open labor market. Cooperative employment resembled labor market conditions, however, in characteristics of job duties, criteria for satisfactory performance, and benefits.

THE PRESENT EVALUATION STUDY - PURPOSE

The intent of the present evaluation is to determine what effects, if any, participation in the program had on the general tack student, and to comment on these in terms of the intended and expected outcomes of program participation. The respondents in this inquiry had been in the program three years prior to the evaluation, so that the effects of cooperative education within the structure of the MCEP could be observed on a relatively long-term basis, and along several dimensions, in the course of the study.

Students who planned to enter the labor market might, in three years, have looked for and found suitable employment; or they might have floundered from job to job without making progress toward a stable, satisfying position; or they might have persisted in manifestly inadequate and unsatisfactory jobs. The evaluation sought to discover whether the MCEP provided any insight, tools of self-management or work skills to cooperative students to facilitate these early vocational experiences.

Students who seriously contemplated further study, in three years might have become acquainted with information about schools and training centers, and might have undertaken preparation for a degree or certificate. It is also the intent of the present study to reveal whether aspirations and interest in particular fields of work were enhanced by participation in the program.

All respondents have encountered the adult world as well as the world of work in the interim between their high school years and the present evaluation. All respondents could be expected to have developed a sense of self-esteem or of personal failure as a result of the nature of their encounters in these worlds. Whether the cooperative program was able to make positive contributions to the reward history of the students is another topic which the study sought to explore.

Lastly, a significant area of investigation is that concerning the circumstances under which participants joined the program, their experiences in it, and their opinion of it. They were asked to consider what the program meant during the period when they participated in it, as well as in light of the events brought about by the subsequent years.

The object of the evaluation, then, is to gain knowledge of how the program affected the educational, vocational and personal development of cooperative students in terms of both motivation and performance. In order to distinguish outcomes attributable to the MCEP alone, former program participants were compared to a control group of comparable young adults who did not participate in the program, but who also followed a general diploma curriculum in the same high schools. The emphasis of the inquiry is on the evaluation of the program by the former participants; it focuses on participant views and compares them to views of nonparticipants.

SUMMARY OF FINDINGS

1. The MCEP made a positive contribution to the curriculum of the general diploma candidate by providing him with an opportunity for steady remunerative work experience and on-going association with adults in the occupational setting. However, programmatic help seemed only to help the students attain this faster and through fewer trials and errors than they might have been able to on their own.

2. In the absence of formal vocational training, the nature of the work assignment was of paramount importance; it determined the real quality and value of the vocational experience made possible by the MCEP. A majority of the former cooperative students held jobs which were unskilled, and offered no learning or training opportunity, only financial rewards and the vicarious rewards of being removed from school.

3. The general diploma candidate, especially since he is likely to have multiple problems and remedial needs, depends heavily on education and a marketable diploma for his future success. In the MCEP, education remained a component equally important with, and as time consuming as, traineeship. Therefore, program administrators have a continued responsibility to educate trainees as part of the program. It was indicated by the evaluation study that most trainees were at a disadvantage by being placed in special classrooms, apart from other students, as well as by being given a minimum and non-flexible version of the general curriculum. The immediate benefits derived from work experience tended to be negated in the long run by the lack of such basic education as would lead the student to any of several occupational and learning avenues after high school (data for this study were collected three years after the respondents finished high school).

4. Trainees as well as control students seemed in great need of counseling at the time of participating in the program, as well as at the time of the study. Although they have observed the motions of joining and staying in the MCEP, and later of finding and holding a job, the students typically did not make choices with full awareness of the circumstances, and did not understand all the ramifications of their own actions.

DESIGN

The population of this study consists of all male MCEP participants from 1962 and 1963. The cooperative and control members of the population finished high school during that period. Since that time they have not been contacted by anyone connected with the MCEP. Therefore, the first step in the followup study was a systematic attempt to reach the members of the population and to gain their interest and cooperation in the present study. Table 1 of Appendix D shows the population distribution by school, and Table 2 shows the distribution of the sample by school.

There is a detailed account included in Appendix D of the design, methods and results of the first phase of the evaluation. This account also includes information on the entire population obtained through correspondence, telephone calls and door-to-door visits. Information generated by interviews, questionnaires, school records or obtained from program personnel and previous research on this population is included in the body of the report. Appendix A includes sample correspondence to the respondents.

No significant differences were found between cooperative and control students in terms of socioeconomic background, racial, national, educational and religious background. At the time the program went into effect and the population for this study was selected, large portions of all the students in all the participating schools received general diplomas, and most students lived in residential areas in the proximity of the high schools.

Members of the sample were considered representative of the whole population because they attended the same schools, lived (at the time of the followup) in similar residential areas, and seemed as reluctant to be interviewed as those who were not in the sample. Information collected prior to interviewing revealed no significant differences between members of the sample and the population either -- other than with regard to the ownership of or access to a telephone where the respondents could be reached. Although a larger sample may have been desirable, the costly procedure required to obtain it was abandoned because the study aimed at revealing a spectrum of substantive data which those members of the population who had already been reached could provide.

The analysis of the report is based on data collected from 48 cooperative and 21 control students who make up the sample.

The instruments and their uses are described below. A copy of each is included in Appendix B. Appendix C is a statement on all the data used for this report, including such identifying information as graduation status, measured IQ scores, work assignment in the MCEP, and race. This Appendix also includes a tabulation of the number of respondents for whom data was collected via each of the instruments used in this study.

The Group Interview

The group interview[5] proved to be an effective research instrument. It allowed persons with similar experiences to come together and discuss these experiences: the respondents attended the same high school during the same years, many had been in the MCEP together, and they had all been young job entrants on the labor market in recent years. In the group, juxtaposition of statements of several persons was possible without nullifying individual opinions and experiences, and statements could be verified by other speakers. Relevant information could be elicited easily in an atmosphere of spontaneous conversation in which the interviewer acted to direct the course of the discussion and to insure that all respondents would have a chance to answer all questions.

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[5] Merton, R. K., Fiske, M. and Kendall, P. L. The Focused Interview, Glencoe, Illinois, 1956.

The interviews were held in community centers, YMCA buildings or church rectories in the neighborhoods in which the respondents lived when they were members of the program. These neighborhoods were also near one of the participating schools, and therefore the location of a particular interview usually resulted in an overrepresentation of students from that school. Most meetings took place on Saturdays and were about two hours in duration. Although attendance was poor and unpredictable ("groups" varied in size from one to six), most interviews were very successful as data gathering device. A total of 48 cooperative and 21 control students attended group interviews. Respondents readily evoked their MCEP experiences from a distance of three years, and related their feelings about these experiences willingly. There was considerable discussion among participants and questions seemed to prompt them to further deliberation. To many young people, thinking about their lives and work seemed natural, although to some of them the questions caused a mild shock or seemed irrelevant. Data collected through group interviews received qualitative analysis in the result section.

The Planning Questionnaire

The study was concerned with gauging the effect of the MCEP on the vocational and educational plans of the respondents. For purposes of increased comparability, the Planning Questionnaire originally administered to the population in 1962-63, was again used in the 1966 evaluation. The questionnaires were administered at the end of the group interview sessions, and data from them were assessed quantitatively. The analysis includes comparisons between cooperative and control students, as well as between questionnaire data of the two evaluation studies, and it is presented in the section on the findings. The complete set of tabulations based on questionnaire data constitute Appendix E.

The Individual Interview

Individual interviews were conducted with 12 cooperative and four control students in order to increase the kind of information not usually revealed in the presence of peers: specific talents and attempts to market them, reference persons during adolescent years, significant personal experiences relevant to the formation of vocational and educational careers, income and family data. Respondents were selected on the basis of being relatively more aware and verbal than others in the sample, and being able to discuss their experiences of transition from school to work.

The respondents were given an interview schedule to complete which became the basis of an intensive individual discussion, allowing for exploration of the topics included in the schedule. Data obtained this way became part of qualitative analysis of the findings.

Individual Interviews from the 1962-63 Study

Individual interviews conducted in 1962-63, with 28 cooperative and five control students, were transcribed in the course of this study, and their qualitative treatment is included in the present paper. This interview series was used for three reasons: it had not received treatment earlier, it increased the comparability of the data generated during either evaluation study, and it introduced a way to measure change over time.

In the course of group interviews, individual interviews and information obtained in a questionnaire, students discussed aspects of the program, how they joined it, what experience they had in it, what they hoped to derive from it, and what they actually attained through participation in it. They discussed the image of the program, its educational component and its role as their first full-time employment experience. All information was analyzed in relation to the outcomes hoped for by the administrators of the MCEP and by the students.

DETAILED DISCUSSION OF THE FINDINGS

Overall Evaluation of the MCEP

The MCEP, as a whole, was well thought of by most participants, and as veterans of the program, they recommended that it be continued. Even though this general approval was usually qualified, it seems that nearly all of the respondents felt that they benefited from the work-study program in some way and that other high school juniors and seniors might also derive benefits from it. Thus, the MCEP seems to have reached its target population: it recruited young adults who were interested in a combination of school and work, and it provided them this opportunity in a way generally held worthwhile by the students. The following quotes from group interview material illustrate the general attitude of the respondents.

"Well, it hit me as a great idea. Make money and go to school. You make money and work for the City you know."

"The program itself is basically a very good program. It teaches you the value of money."

"I think it's something to learn of responsibility while you're young, to make up your mind about what you want, and learning about how to go about getting it."

Reasons for Joining the MCEP

Typically, each student joined the program for two or three reasons rather than in pursuit of a single objective. All students were interested in achieving earning capacity. To many students the program represented a respectable avenue out of school, where they were bored and had difficulties. A considerable portion of the applicants were looking forward to being employed by the City. Only a minority expressed interest in specific areas of work as such, although many looked forward to association with adults and to the mere experience of full-time employment. This is how some of the respondents expressed their reasons for joining the program:

"I wanted experience in the outside, and in employment, that was one of the reasons [for joining] and having cash in my pocket was another."

"You weren't going to school every day, so it changed the monotony. It was better."

"I guess I joined the co-op program because it was the only thing for me to do. At the time I was thinking of quitting school because I was doing bad in certain classes, so I still had some sort of guilty feeling of me quitting, so I felt the alternate thing to do was to join the co-op and in that way I would finish school, helping myself, and filling my duties and go to school. I had to do it as far as my family was concerned. I just couldn't quit."

"Well, I had a part-time job which I didn't really care for and I wanted another job, other than being a messenger, and still continue my studies. So I joined the cooperative program."

Control Respondents and the MCEP

Control respondents usually heard of the existence of the program. The primary reason why they did not show interest in the MCEP was that they felt no keen need to alter their status in school. Many disapproved of the program which they believed to have been designed for minority group youth, and as one without relevance or value to students who are achieving well and have definite post high school plans. The words of some of the respondents from the control group indicate what image the MCEP had in the participating schools.

"One reason why I wouldn't recommend it, [is that] you're not making that much and if you want to graduate from school, it's hard to get back to the system of study after you work a week and you have to go back and pass tests ...classes would become a drag, and money the only thing that would set in your mind."

"I wouldn't drop out of school for that money."

"Well, I had planned to go to college when I finished high school. I still haven't gotten there, but I didn't want to split my term up in half. I knew I'd be missing a lot [if I joined the program] ...time was of the essence. You should get all the education you can get."

"No one approached me to join."

"Most of the people who took part in it [the program] were either Spanish culture, you know, they were Spanish speaking, or Negro, so it is probably a little harder for them to adapt themselves. I believe it was just money that appealed to them, and no education. That's all. There are exceptions. You don't get much experience doing what they do; being a mail clerk or a messenger, what kind of experience is that."

Racial Distribution and Status in the Study

Percentage Distribution of Status
In the Study, by Race

	Race				
Status	Negro	White	Puerto Rican	No Information	Total
Cooperative	63.6	57.1	80.0	71.4	69.6
Control	36.3	42.9	19.2	28.6	30.4
N	22	14	26	7	69

This table indicates that from each of the racial groups there was an average of twice as many cooperative students as control students in the sample.

Adult Contact at Work

One of the most positively valued contributions of the MCEP was that it provided opportunity to associate with non-parental, non-teaching adults. For nearly all students, the MCEP provided their first full-time job. As a result, the nature of personal contacts on the cooperative job was of great significance. Most students sought such contact, because they felt uncertain about being able to succeed in terms of the criteria of the adult world, as well as about being accepted as independent, responsible adults. Co-workers were persons to emulate and to explore as models. Yet they were not as distinctly authoritative with trainees as teachers in school or elders in the home. As a result, the students expected to be on a more equal basis in the work situation, and they were anxious to discover whether the world of work would be a rewarding one.

The individual interviews revealed that students who received fair and courteous treatment while in the program seemed to have acquired a cornerstone for improved motivation and stability during the post-high school years. Nearly all cooperative respondents indicated that they felt at home on the job. Those students who experienced no evidence of their worth or who witnessed contempt and disapproval being expressed towards their supervisors and co-workers, acquired a rather lasting lack of self-confidence and sense of discouragement. The following excerpts will indicate the intensity of respondent feeling concerning their work milieu:

"We had a foreman and he's a real good fellow. I remember him very well, he was like a father to us. He wouldn't be a boss, he'd be one of the boys. He wouldn't bawl us out or anything, but when we got out of hand, he would tell us."

"We were treated very nicely. Consideration was given to us. The think I learned was how to get along with people and how to work with them, and they advised me many times, and I don't forget this."

"There is one thing I think is really important about working. You meet different people and they will always tell you about other jobs and advise you of the other things you can do. That's what helped me a lot. If you don't know something they will really help you along."

"If they had come around to see what type of dirty work we were actually doing there [in the hospital] and the type of people that were working around the hospitals were not the type of people that high school students should be working around. The language ...when I went there, I was astounded. I used to hear conversations about us, the young kids, that if the program was started it should have started by getting us better jobs."

"Complain and get fired! ...The foreman was a nice guy, but the others were there a long time, so he said he would do something about my problem but he never did."

"When I first got there they tried to take advantage of me, but I could see why, because they weren't doing anything themselves. So I didn't care for that too much, till one day I told him [the supervisor] that he [a co-worker] was working me too hard while he wasn't doing anything, so he [the supervisor] talked to him about it."

"Picking up cigarette butts all day, I mean that's embarrassing! But all you ever heard was 'do your job,' or 'you got to do better.' They supposed to be helping you, and he is telling you, 'Hey, you missed a butt there!'"

Work Assignment in the MCEP

Percentage Distribution of Work Assignment
of Cooperative Students, by Race

	Race				
Assignment	Negro	White	Puerto Rican	No Information	Total
Clerical	50	25	47.5	60	45.8
Park	21.4	--	23.7	20	18.6
Hospital	28.6	62.5	23.7	--	29.2
No Information	--	12.5	4.8	20	6.3
N	14	8	21	5	48

As this table indicates, work assignment occurred on a racially equitable basis among members of the sample; about half of the Negro and Puerto Rican trainees were in white collar jobs, while the larger portion among white students were in hospital assignments.

Vocational Training in the MCEP

A basic objective of the MCEP was to provide students with an opportunity to acquire marketable skills. Since there were no formal provisions for training classes, the nature of the work assignment determined the nature and the extent of learning possible for each trainee. Only a small proportion of the cooperative students claimed to have learned occupational skills or a trade in the program. It was rather the habit of steady work and responsibility on the job that they seemed to have assimilated. Work environment, namely physical and personal surroundings, were so important in the eyes of the respondents that they often overlooked lack of training in an assignment if the "place was nice." Those trainees who acquired skills were typically in white collar jobs involving the operation of office machines or bookkeeping, or in hospital jobs, for which they received specific instructions in preparing food or handling hospital records.

To a few of these trainees, the work assignment remained a continuous challenge due largely to their initiative to seek exposure to varied tasks. Most trainees did not attempt to seek such exposure, however. All park workers, many hospital workers (especially those with clean-up tasks) and some office workers stated that what learning opportunity their job entailed, they acquired in a week or two, and often that there was nothing to learn. Nonetheless, the trainees seemed to understand the difference between job orientation and skill learning. When they found nothing to learn in ways of skills, they still often found the operation of a large agency interesting. The quotations below indicate the range of student opinion about vocational training in the MCEP:

"I learned quite a bit out of it, you know, I learned how to work the machines and how to file and I learned how to work the adding machine. I learned how to type. I learned quite a bit there, I wish there were some kind of a way where they could have worked it out where everyone there in the co-op program, working, could stay on, on a permanent basis, but there is no provision for that."

"As far as I am concerned, I think that they didn't teach me anything that I couldn't have picked up if I would have been employed directly by the Department. I find that the program lacked the skill ...they didn't try to give the students special skills to identify himself ...they placed you in jobs, unskilled jobs ...lunchroom attendant, tray cleaner, or whatever...I mean, those are not even skills. I think it's not even training; it doesn't require any training to do that. So I think for a program, that's bad ...I wasn't able to think for myself. I would have been perfectly satisfied by just being there all day, and that's it. But when it came time for me to graduate and go out and get a job, I think it would have been their responsibility to locate this, a certain amount of security and responsibility to me ...but I doubt that that is what they were striving for. And I think it wasn't really up to me to complain because I was satisfied with anything they gave me. I think it was up to them to make sure that I was well trained for something."

"When I started the co-op job, I didn't know nothing. Over there I learned ...not everything but I learned a great deal in the co-op. That's where I got my idea to do the sort of job I've got now. It was experience, and you know, every time you go to get a job they ask for experience ...so I was very happy. I learned there, and to me it was good training."

Salary in the MCEP

Most cooperative students considered their income adequate while in the program, since their families paid for their daily living expenses. Acute financial need was rare, but it is noteworthy that those whose families depended to some extent on income from the traineeship were not always holding the most remunerative cooperative jobs.

Continued earning capacity had positive effects on the program participants -- although the psychological effects of adult contact in the program seemed to have been more lasting. Money was evidence of worthwhile accomplishments; it allowed students to offer financial help to parents, many of whom would not accept it, but encouraged their sons to save their earnings in addition. The money enabled young people to buy clothes of their choice, and to go out on dates, instead of depending on street corners and school events for entertainment. It seems that both of these former activities are important symbols of independence during the adolescent years. Some typical comments follow:

"I found I had to go to work. I had to get a job, to contribute some money to the house and have money for myself. To be able to buy things to go to school. The salary was only __dollars a week in the co-op and I was the lowest paid in my class, but I kept this job for awhile."

"It /the program/ teaches you the value of money. You don't do it because you need the money, but because you need money to show your self-reliance."

"Well, to tell you the truth, this was the first time I worked. It was enough for me because I'm still living with my parents. You were a student you know. My mother, she told me, 'You worked for it, it's yours.' So I was satisfied."

"After I had the money, I used to go out to dances, I would go to night clubs, things like that. Before, because I didn't have any money, and my mother wouldn't let me go."

Preparedness to Join and to Leave the Program

The interviews revealed that in spite of general interest in the world of work, anticipation of adult responsibilities, and at least terminological familiarity with the basic features of the MCEP, most cooperative students lacked necessary elements of informed participation, at the time they joined the program. Most trainees seemed to lack detailed and thorough understanding of the conditions and consequences of participation in the program.

For example, at the time of joining the program, by far the most students were unaware of what their own vocational interests and abilities were. Even if program administrators provided opportunity for placement on the basis of student interests, most trainees would have been unprepared to participate in this choice. What they seemed to need rather, was an opportunity to concentrate on and to verbalize what their interests and abilities might be, and to check out these notions with a counselor, and against vocational testing data. Only after an opportunity to consider future vocational choice and opportunity could a student begin to participate in their implementation. In the absence of a chance to seriously consider qualifications and interests, most students seemed to welcome work in a job, any job, and they expected this one experience to provide an adequate basis for ideas about the work they might enjoy doing in the future. Only a few respondents had plans for the future, and even in these cases the plans were vague, and confused in terms of implementation.

The students did not fully realize, or accept the fact that all participants were selected from among general diploma candidates and that participation in the program would not affect this status. Similarly, many students did not understand that the program assignment, and therefore their Civil Service status, was only temporary. Many expected to remain with the agency and on the job that they held as trainees. In the event that this proved to be unfeasible, the students expected the program administrators to take care of their vocational placement problems. Even students who did not enjoy their MCEP experience were shocked and disappointed to find that seeking placement services was their own responsibility. The respondents stated that only upon finishing high school did they realize that they would have to rely on themselves to contact school and youth placement services and employment agencies.

Employment History

Through an earlier exposure to the world of work, cooperative students began to think about employment sooner than did control students. Neither cooperative nor control students believed that they experienced severe unemployment. In the sample, two cooperative and one control respondent were chronically unemployed, but the mean period of joblessness was two to three weeks, the range being from a couple of days to six months. Many students in both groups indicated that they did not work nor did they want to work during the first summer after high school. About a dozen cooperative students worked during this period either in their traineeship positions or in another job. Both of these types of students began active search for employment in the fall of the year in which they graduated.

Problems arose not so much from finding employment, especially since a majority of the respondents in both groups still live with their parents and are not under economic pressures toward self-support. Rather it was typically difficult for the students to find suitable employment. Most cooperative students indicated that their first full-time job had no resemblance at all to their cooperative duties. Some respondents stated during interviews that they usually did not refer to the MCEP work experience on resumes and did not ask for references from cooperative supervisors. About a dozen trainees, however, claimed that they learned a trade in the MCEP, that the traineeship was directly beneficial to them during later employment, and they they used reference letters from the program supervisors. A few respondents, who at the time of the study still held their original cooperative positions, were in provisional status; namely, they have been retained as temporary workers without Civil Service status. As a result, they received no raises, promotions, or any other tangible evidence of advancement.

Respondents of both groups typically did not conceive of joining a branch of the Armed Forces right after high school, as an alternative to vocational opportunity. They did not consider the possibility of learning a trade while in the Service. However, three young men who enlisted shortly after leaving school said that they did so because they were unable to find employment for two or three months.

Control students typically began to think about the world of work much later than their cooperative student peers, although members of both groups became more concerned as the question of satisfactory employment opportunity became salient in their lives. Control students typically underwent more floundering and more frequent job changes than former cooperative students. Some illustrations of employability follow below:

"Three or four months was the longest that I was ever unemployed. The program is benefiting moneywise but killing in education. If you don't have the educational background and don't have the experience, they couldn't give you a job."

"After I graduated and went out to look for a job, and when you get interviewed they ask you for references as to where you work, and all that. You get hired because you have already worked, and finished school, so that's some background."

"Right after I graduated from high school I was given a job through the school as a stock clerk."

"After high school I went down to Mobilization and they found me a job, then I was out for four months and they found me another job. When you go for a job they want experience regardless of schooling."

"I worked for the month of July, then I had to quit because I was attending school."

"I still haven't found anything." /First job./

"I showed my certificate [of having completed the program] and I got hired the same day."

"Well, I didn't have too much in mind, I guess ... I didn't work that summer, and when I started looking for a job, there wasn't much to get... I had my eyes closed all through high school. And after you get out and you see how it is, they start opening up pretty quick... Oh, we had a guidance counsellor. She'd see that you didn't cut, that's it."

"Me, I went into the Service right after I got out of school. That was just about the only thing I could do."

Otis Intelligence Test, Self-Administered, Gamma, Form EM

According to 1962-63 testing data, the median score for the sample on the Otis Intelligence Test was in the 96-100 interval, the range being from 68 to 122. The arithmetic mean for the sample was 87, the same as for the population. Information on IQ scores was missing for 12 persons in the sample. Since nearly a third of the sample was Spanish speaking, and most of them were only moderately successful in school, it seems probable that the IQ scores would be higher in the absence of language and reading difficulties.

Graduation Status

As the following table indicates, there is no statistically significant difference between the dropout rates of cooperative and control students; in both cooperative and control groups there are about four times as many graduates as dropouts. There seems to be variation in dropout rate by school, however: all control dropouts in this sample are from one school, SP; and a relatively high proportion of the cooperative students from M seem to be dropouts.

Distribution of Graduation Status of Members
Of the Sample, Based on School Records, by
School and Status in the Study

	Status in Study					
	Cooperative		Control		Total	
School	Graduate*	Dropout	Graduate	Dropout	Graduate	Dropout
BF	9	2**	6	0	15	2
B	1	0	1	0	2	0
M	13	5***	3	0	16	5
SP	16	2	7	4	23	6
N	39	9	17	4	56	13

*All graduates received a general high school diploma.

**School records were not available.

***Including three for whom school records were not available.

It is possible that prior to participation in the MCEP, cooperative students were more likely to leave school than after becoming trainees, and that the program, therefore, effectively retains potential dropouts. However, insofar as the program does have retentive ability, and this study found no direct evidence of it, retention is largely coercive: the structure of the program requires that a student remain in school in order to remain working. Furthermore, the interviews revealed that students, even if not officially graduates, did in fact remain in school until the end of their senior year and, therefore, did not literally drop out of school. Rather, excessive absenteeism and previous course failures negated their ability to graduate; they came short of fulfilling the course requirements for a diploma and sometimes were not so informed until the end of their senior year in high school. Although these problems were likely to have occurred prior to the junior year of high school, as far as this study sample indicates, program participation did not affect their consequences: control students were as likely to graduate with a general diploma as were cooperative students.

It should be noted that most dropouts in the sample stated that they had graduated; that many students in both groups claimed to have commercial or academic diplomas; and that they associated better education with either of the two diplomas which, according to school records, they do not possess. The obvious implication here is that all members of the sample are aware of the importance of a high school diploma as well as the differential value of the three kinds of high school diplomas.

Educational Aspirations, Expectations and Achievements

The evaluation sought to discover whether the MCEP affected the educational planning and involvement of its participants. Therefore, the respondents were asked to indicate their aspirations and expectations for schooling beyond the secondary level.

All respondents in both groups thought that education was a worthy goal, necessary for vocational success in the world today. About a third of the respondents stated during the group interviews that by obtaining a high school diploma they have achieved their educational objectives. About half of the respondents felt that schooling beyond the secondary level is desirable, especially since they placed little value in the general diploma they received.

Questionnaire material partially confirms these statements. Expressed in terms of number of years in school, 12 per cent of the respondents indicated in 1962 that they desired only a high school education, and a total of 85 per cent desired to undertake further years of study. Yet, 46 per cent of the students expected to attain no more than secondary schooling, and only 51 per cent expected to undertake higher education or training.

In 1966, only nine per cent of the students seemed to be satisfied with only a high school diploma, yet 35 per cent expected not to attain any more. A total of 90 per cent desired, and a total of 53 per cent expected to be involved in further years of study and training. Eighty-four per cent of the individuals in the sample changed their specific educational expectations over the three year interim between the two evaluation studies. Three years after the MCEP experience, 30 per cent fewer respondents expected to spend time in higher education than in 1962.

The respondents were also asked to indicate what kind of educational institution they would like to attend for further education. Analysis of the questionnaire material indicates that in 1962, 36 per cent of the students (40 per cent of the cooperative and 33 per cent of the control students), and in 1966, 33 per cent of the students (35 per cent of the cooperative and 30 per cent of the control students) desired to attend a university or private business school. Expectations for business school attendance were much lower, however. In 1962, 25 per cent of the respondents (23 per cent of the cooperative and 28 per cent of the control students) thought business education probable; in 1966, six per cent (four per cent of the cooperative and ten per cent of the control students) did. Cooperative and control students do not differ significantly in their plans for a business education. For the sample as a whole, differences over time were only significant in terms of expectations.

Racial differences were more apparent. White students desired to attend a business school with greater frequency (43 per cent in 1962, 50 per cent in 1966) than did Negro (35 per cent in 1962, 27 per cent in 1966) or Puerto Rican students (33 per cent in 1962, 23 per cent in 1966). Expectations of white students about attending a business school, however, were lower (25 per cent in 1962, and zero per cent in 1966) than those of Negro (25 per cent in 1962, and five per cent in 1966) or Puerto Rican students (19 per cent in 1962 and four per cent in 1966). Interviews revealed that many respondents desired to achieve independence through a business education. They spoke of being their own boss, and of owning a retail store. Business school, as an avenue to follow towards such independence, became much less salient over the three years following MCEP participation. Typically, those few who envisioned working for a large business firm lacked information on what training and entry jobs would lead to their goal, or what differences there are among organizations.

Respondent attitude toward liberal arts college was varied. As a desired educational objective, college became a less favored choice over time, especially among control students and among Negro and Puerto Rican students. In 1962, 15 per cent of the respondents (seven per cent of the cooperative and 33 per cent of the control students) desired to enter college. In 1966, nine per cent of the respondents did (13 per cent of them cooperative, and zero per cent of them control students). In 1962, no white students, 19 per cent of the Puerto Rican students, and 20 per cent of the Negro students indicated desire to enter college. In 1966, seven per cent of each, white and Puerto Rican respondents, and nine per cent of the Negro respondents, did.

In terms of expectations to enter a liberal arts college, an increased proportion of the cooperative and Puerto Rican students, and a decreased proportion of the control and Negro and white students chose this educational alternative. In 1962, 15 per cent of the respondents (seven per cent of the cooperative and 33 per cent of the control students) chose college. In 1966, 18 per cent of the respondents (17 per cent of the cooperative and 20 per cent of the control students) did. In 1962, ten per cent of the Puerto Rican, 14 per cent of the white, and 25 per cent of the Negro students expected to go to college. In 1966, seven per cent of the white, 19 per cent of the Puerto Rican and 23 per cent of the Negro students expected to do so.

Interest in trade or technical school and teachers or engineering college increased over the years, especially among control students and among Negro and Puerto Rican students. In 1962, 19 per cent of the cooperative and 17 per cent of the control students desired to attend teaching or engineering college; in 1966, 22 per cent and 20 per cent did, respectively. However, no one in the sample expected to attend teachers college or engineering college during either study periods. Different racial groups again showed a more distinct pattern of response. In 1962, 30 per cent of the Negro, 21 per cent of the white and ten per cent of the Puerto Rican students wished to study in a teaching or an engineering college. In 1966, 23 per cent of the Negro, 14 per cent of the white, and 27 per cent of the Puerto Rican students did. Puerto Ricans showed the greatest change over three years. As stated above, no one in the sample actually expected to enter such schools, however.

Cooperative students were more likely to actually engage in training programs and further education than control students. Most of those who did were required to attend adult education classes or summer sessions in order to acquire the academic credits needed for admission to colleges. Three of these students entered community college without additional preparation at the secondary school level, and one student entered a four year college through the SEEK program. Altogether, eight persons, six of them cooperative students, seemed to be seriously involved in college work. Those who have enrolled in a four year college seem to have a good chance of graduating, in terms of achievement level and financial planning. Those who have enrolled in a community college have already transferred to a four year college, or have dropped out.

Only 26 per cent of the individual respondents desired to attend the same kind of educational institution in 1966 as they did in 1962. During the two study periods only 19 per cent of the individual respondents expected to be in the same kind of schools. In terms of number of years, only 16 per cent of the individual respondents expected to spend the same amount of time studying, when asked during the two evaluation studies. Individuals in this sample, then, typically changed their educational plans during the period of their early vocational experiences. It seems that the realities encountered by the students warranted a modification of their expectations and their desires for further learning.

There were many who ponder alternative avenues for more education or training, but have not arrived at definite decisions about it. A larger portion of the respondents seemed unable to indicate what their educational plans were in 1966 than in 1962. These persons often lacked all the necessary secondary school credits to be admitted to the institution of their choice, lacked realistic financing strategies for their studies, or had no definite commitment to a particular vocation. In terms of making decisions on the basis of adequate information, as brought to focus by the individual interviews, these persons were not in a very different position from that which they experienced three years earlier.

Occupational Planning and Achievement[6]

The respondents were asked to indicate what occupation they would like to enter in the future, for what occupation they consider themselves well suited, and in what occupation they actually expect to be. Through answers to these questions, it was possible to ascertain respondent ambition and planning for future vocational success. Desired occupation indicates not only interest in a particular kind of work, but also degree of ambition. Dissimilarity between desired and expected occupation indicates degree of commitment to attain the desired vocational goal. Change over time in either of these variables indicates, especially at this juncture in the development of the respondents, whether early vocational experiences tended to support or negate the likelihood of attaining a particular vocational goal, both in terms of knowledge about a given career and ability to succeed in the educational and vocational market place.

A. Professional and managerial occupations. According to questionnaire data, members of the sample wanted, expected and believed themselves suited for professional and managerial occupations in large proportions, during both study periods and irrespective of work assignment in the MCEP, status in the study or race.

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[6] For the classification of occupations which the respondents considered desirable, suitable, or probable, job categories were taken, then combined for this analysis, from the 1960 New York State census. Appendix C includes a copy of this list of occupational categories.

a. The cooperative and control groups. In 1962, 46 per cent of the respondents (47 per cent of the cooperative and 44 per cent of the control students) expressed a desire to become professional or managerial workers. Thirty-three per cent of the sample (35 per cent of the cooperative and 28 per cent of the control students) believed themselves well suited for such work. Eighteen per cent of the sample (21 per cent of the cooperative and 11 per cent of the control students) thought it likely that they would enter these occupations. Thus, in 1962, a much greater proportion of the sample desired to attain high level positions than expected to be able to do so; this difference was greater for members of the control group.

In 1966, the difference between desires and expectations for professional and managerial career increased slightly among members of the cooperative group, decreased among members of the control group. Fifty-five per cent of the sample (54 per cent of the cooperative and 55 per cent of the control group) desired to become professional or managerial workers. Forty-one per cent of the sample (37 per cent of the cooperative and 50 per cent of the control group) believed themselves well suited for such work. Thirty-six per cent of the sample (37 per cent of the cooperative and 36 per cent of the control students) expected to attain high level positions. In 1966, then, cooperative students showed a greater discrepancy between desiring high level positions and considering themselves well suited for the work. And control students showed a greater discrepancy between desiring and expecting to be in high level positions. An increased proportion of both groups favored professional work in 1966, but the increase was greater in the control group.

b. Work assignment in the MCEP. Almost twice as many hospital workers desired high level positions in 1966, then, as did in 1962. At the same time, respondents in the other two kinds of MCEP assignments showed a slight decrease in proportion desiring high level positions. In terms of work assignment in the program, respondents showed the following differences. In 1962, 60 per cent of the clerical, 42 per cent of the park, and 33 per cent of the hospital workers expressed a desire to be in professional and managerial occupations. In 1966, 63 per cent of the hospital, 57 per cent of the clerical, and 36 percent of the park workers did.

In 1962, 40 per cent of the clerical, 25 per cent of the park, and 17 per cent of the hospital workers believed themselves well suited for professional and managerial work. In 1966, 50 per cent of the hospital, 43 per cent of the clerical, and 21 per cent of the park workers did. Again, the hospital trainees showed the greatest amount of change over time towards considering themselves well suited for professional and managerial occupations.

In 1962, 20 per cent of the clerical and 17 per cent of each of hospital and park workers expected to attain high level positions. In 1966, 63 per cent of the hospital, 38 per cent of the clerical, and 21 per cent of the park workers thought it probable to do so. In terms of expectations, again the hospital workers showed the greatest proportional increase in optimism for high level jobs.

Differences between desires and expectations, as regards professional and managerial occupations, were greatest for clerical workers in 1962 and in 1966, indicating that their initially high ambitions were not accompanied by confidence and serious constructive activity in the direction of their goals. Hospital workers -- who showed the greatest amount of increase toward choosing high level positions, as discussed above -- also showed the least amount of discrepancy between their desires for, and expectations concerning the attainment of high level occupations.

c. Racial grouping. In terms of the racial composition of the sample, planning for a professional or managerial career showed the following patterns. Fifty per cent of the Negro and of the white students, and 43 per cent of the Puerto Rican students desired professional work in 1962. In 1966, 62 per cent of the Puerto Rican, 55 per cent of the Negro, and 36 per cent of the white respondents desired high level positions. Change over time was greatest among Puerto Ricans in the direction of rising ambitions.

In terms of considering professional work suitable, in 1962, 36 per cent of the white, 33 per cent of the Puerto Rican and 30 per cent of the Negro students indicated confidence in being able to perform such work. In 1966, 50 per cent of the Negro, 35 per cent of the Puerto Rican, and 29 per cent of the white students did. Negro students showed the greatest degree of change over time in the direction of increased confidence.

In terms of the probability of actually attaining high level occupations, in 1962, 36 per cent of the white, 19 per cent of the Puerto Rican, and ten per cent of the Negro students responded affirmatively. In 1966, 41 per cent of the Negro, 39 per cent of the Puerto Rican, and 21 per cent of the white students believed high level positions probable as occupational objectives. Negro students again showed the greatest degree of change over time, in a positive direction; expectations of white students decreased during the three year interim between the two studies.

In 1962, Negro students showed the greatest amount of discrepancy between their desired and expected occupational goals, as well as between the occupations they desired and those for which they believed themselves most suitable. In 1966, Puerto Rican respondents showed the greatest such discrepancy.

d. Interview data. Most respondents seemed to become aware of the importance of only the external symbols associated with high level positions. During the interviews it became evident that the MCEP helped, through exposure to the world of work, to sensitize respondents to different reward and status systems. However, typically, the members of the sample lacked information on internal characteristics of jobs. They interpreted high level positions, for example, in terms of independence, affluence, and a physically and socially desirable environment. They tended to believe that seniority in a low level poistion will lead to enough promotions for them to attain their occupational goals. Few members of the sample knew what further educational qualifications they needed for advancement in the more structured discipline such as accounting or administration. There were several respondents in the sample who aspired for free lancing occupations such as writing or art.

B. Clerical, sales and craft occupations. The second most favored occupational category was clerical-sales-crafts, for members of the sample during both study years, for cooperative and control students, irrespective of MCEP work assignment or of race.

a. The cooperative and the control group. In 1962, 33 per cent of the sample (30 per cent of the cooperative and 39 per cent of the control group) desired to become white collar workers in the future. Thirty-one per cent of the sample (33 per cent of the cooperative and 28 per cent of the control group) believed themselves well suited for it. Thirty-nine per cent of the sample (40 per cent of the cooperative and 39 per cent of the control group) thought it a probable future field of work. Thus, there was a slightly lower proportion of respondents who desired white collar occupations than there were those who expected to attain it, yet the discrepancies between wished and probable choices were of smaller magnitude than in the case of professional and managerial work.

In 1966, 26 per cent of the sample (24 per cent of the cooperative and 30 per cent of the control group) stated that they desired to become white collar workers. Thirty per cent of the sample (35 per cent of the cooperative and 20 per cent of the control group) believed that they were well suited for such work. Twenty-seven per cent of the sample (26 per cent of the cooperative and 30 per cent of the control group) thought it probable that they would attain white collar jobs. In 1966, too, there was slight difference between desires and expectations towards white collar occupations.

Change over time was in the direction of fewer respondents desiring or expecting to be in clerical, sales and craft occupations in 1966 than in 1962, especially in the control group. The change was slight.

b. Work assignment in the program. Work assignment in the MCEP affected vocational planning in the following manner. In 1962, 50 per cent of the hospital, 35 per cent of the clerical, and 17 per cent of the park workers desired clerical-sales and craft occupations. In 1966, 29 per cent of the clerical and park workers, and 13 per cent of the hospital did. Hospital workers have come to favor white collar occupations to a much lesser degree during the later study, and park workers have come to favor this occupational goal more in the interim between the two studies.

In 1962, 40 per cent of the clerical and 33 per cent of the hospital and park workers thought themselves well suited for white collar work. In 1966, 43 per cent of the clerical, 36 per cent of the park, and 25 per cent of the hospital workers did. Change over time, in terms of how well suited the respondents considered themselves for clerical occupations, was slight. Hospital workers tended to choose white collar work in smaller proportion in 1966, than while they were still in school.

In 1962, 67 per cent of the hospital, 40 per cent of the clerical and 33 per cent of the park trainees stated that they expected to become white collar workers. In 1966, 36 per cent of the park, 29 per cent of the clerical, and zero per cent of the hospital workers did. Hospital workers, a majority of whom expected to become white collar workers when they were still in school, have come, during three years on the labor market, not to have such expectations at all. Clerical workers themselves have come to favor white collar occupations less with time.

Differences between desires and expectations, with regard to white collar occupations, were greater in 1962, especially among hospital and park workers: a larger proportion of them expected to become clerical, sales and craft workers than expressed a desire to. In 1966, a considerably lower proportion of hospital workers had these expectations than desired to do such work. It seems that the respondents were not interested in white collar work, or did not consider it as prestigeous or rewarding as some other occupations, yet thought it a probable line of work because of its availability in the labor market.

c. Racial grouping. The students responded differencially in terms of racial group membership. In 1962, 48 per cent of the Puerto Rican, 30 per cent of the Negro, and 21 per cent of the white students indicated desire to become white collar workers. In 1966, 43 per cent of the white, 27 per cent of the Negro, and 15 per cent of the Puerto Rican students did. Change over time was great: Puerto Rican respondents tended not to choose white collar work during the later study, while white students tended to favor this choice much more in 1966 than in 1962.

In terms of the suitability of white collar work, responses of the three racial groups were as follows. In 1962, 38 per cent of the Puerto Rican students, 35 per cent of the Negro students, and 21 per cent of the white students thought themselves well suited for white collar work. In 1966, 57 per cent of the white, 27 per cent of the Negro and 19 per cent of the Puerto Rican students did. White students showed the greatest amount of change in the direction of favoring this occupational goal more over the years.

In 1962, 49 per cent of the Puerto Rican, 40 per cent of the Negro, and 21 per cent of the white students stated that it was probable for them to become white collar workers. In 1966, 57 per cent of the white, 19 per cent of the Puerto Rican, and 18 per cent of the Negro students did. In terms of expectations, white students showed a significant change toward favoring white collar work as probable, while the Puerto Rican students showed a significant change away from expecting to become white collar workers.

In 1962, Negro respondents showed the greatest amount of discrepancy between desiring and expecting to become white collar workers. In 1966, white students did.

d. Interview data. Information revealed during the interviews contradicted the findings from the questionnaires to some degree. The respondents expressed a pervasive and unconditional respect for "clean office work" and for the possibility of associating with "nice people." To work in such an environment meant to the students that they have become respected, needed members of their employing organization. Yet, in questionnaires they favored white collar work less in 1966 than in 1962.

C. Operative, service, labor and the Armed Forces as occupational goals. Operative, service, labor occupations and the Armed Forces as a career were not chosen by many respondents in the sample during either study periods, and irrespective of status in the study, race or work assignment in the MCEP. Operative and service jobs were most favored by control students in 1962 (28 per cent), by park trainees in 1962 (33 per cent), and by Puerto Rican respondents in 1966 (23 per cent). This occupational category was least favored by control students in 1966 (five per cent), hospital trainees in 1962 (zero per cent), and white students in 1966 (seven per cent).

Armed Forces careers were favored by 22 per cent of the control group in 1962 and 17 per cent of each of the hospital and park workers in 1962. Although most respondents thought of possibly serving in a branch of the Armed Forces, no one in the sample thought that they could choose and pursue an occupation transferrable to civilian life. Some of the respondents who had completed their tour of duty were able to learn a trade, although unexpectedly so.

Jobs in blue collar occupations were neither desired nor considered probable by most students, even if their early vocational experiences were exclusively with such work. Operative and service occupations, as well as a career in a branch of the Armed Forces, were more salient choices for the respondents while they were still in school than three years later.

Respondents were also asked to indicate why they named a particular occupation as desirable, or suitable, or probable for themselves. The nature of the question effected the answers which students gave. Most students claimed to possess necessary skills for a given job when they described the motivation for choosing suitable work. Interest in the prestige value and in the non-performance aspects of a job was greatest among the respondents when they described reasons for desiring an occupation.

While they were still in school, the students desired given occupations because of its external rewards. In 1966, they tended to desire a particular occupation because they were interested in it and attracted to a performance related aspect of it. Respondents seemed to have become more realistic and relevant, then, in this respect.

In terms of suitable work, about half of the students indicated during both study periods that they had the necessary skills for it -- especially so in 1966. Uncertainty was evident among a fourth of the respondents, however, who could not answer this question.

The most salient motive for choosing a probable future occupation was interest in the work, for both study years. Here non-response and non-specific response was considerable: a third in 1962 and a fourth in 1966.

Self-Perceived Success of the Respondents

Most respondents considered themselves fairly successful at the time of the study, as compared to their peers and in relation to their own goals in life. They felt that they had made small advancements in education and in work, and that in the future, with more experience, they could look forward to more substantial gains.

A few respondents, representing the two groups in about equal proportions, have achieved considerable financial success; these individuals are all in free lancing positions such as salesmen or stock market clerks. They are aiming for a middle class style of life, economically speaking, for themselves and for their children. Educational attainment, as such, seemed to be of secondary importance to these persons, and they have no real plans to obtain further diplomas of any kind even if they return to school for a few courses.

Nearly 12 per cent of the sample were well on their way towards a college degree. They felt successful and convinced that four years of college represent a very good investment in the future. In retrospect, they did not express bitterness over having to make up high school courses or having to enter community college before transfer to a four year college. There are no respondents in the sample who have finished a private training school, although many have taken training courses in unions or a private business school. The expense involved in such education, and sometimes the complexity of material, seemed to have discouraged most respondents who have tried it.

A few respondents believed themselves to be failures. They are very withdrawn and upset individuals. Some of them seem to be excessively puritanical, considering a good reputation their strongest asset. Alternatively, some exhibit a great deal of instability in their pursuits, thoughts and mannerisms. In spite of varied ideas and a relatively high degree of flexibility and entrepreneurialship, they seem to lack adequate information, funds or perseverance in their pursuits to take decisive steps to improve themselves. Both of these types of self-perceived failures are likely to feel cheated by someone, somewhere in the educational system or the MCEP. They feel caught up in a vicious circle and often just wait for a nondescript "break."

These are illustrations of self-assessed success or failure by the respondents:

"I think I've been unsuccessful, because when I started getting these jobs that pay only $50.00, and that wasn't enough for me, and most jobs that you go for they ask you for schooling and training, and seeing whether you have some special training in the job you're applying for, and if you don't, they probably won't hire you. And I was disappointed in that because I had worked two years as a trainee for the ____Department and I thought that was sufficient training for a person."

"I am successful in my present job. They sent me to learn IBM machines, and now I'm working with these machines, so it's very good. It opened a big door for me. And that's a good field if you want to keep at it."

"I should have stayed in school, and I found out too late that I should have stayed. The program is good only for certain people, but it could hamper him from further education."

"Well, I left school three years ago, and I think I have been quite successful so far, I'm progressing very good. I've still got the same kind of work and I enjoy it."

"Right now, as far as being secure and successful, no. Because when I left the co-op, I worked on stock in a department store and this was very boring and disgusting to me, and now I am working very hard. There aren't too many people who can do what I do."

"I think I have been some sort of success. I am in an Art store, I met a couple of people in the art field, and had a number of small exhibitions myself, as a matter of fact, as part of my plan."

"I thought right off that a man in the nursing co-op could get somewhere, a good position in a hospital, that they would gradually teach you how to be a male nurse and go into this branch and into that hospital. They said dietary aide ...I said okay. But I never knew what it was...then I gradually changed my mind about the whole thing."

"I got a lot of experience on my job, which is to my advantage now that I am out of high school and going towards making a livelihood. I do printing now for a private firm and when I was in the co-op program, I was doing printing...and now the experience helped me."

CONCLUSIONS AND RECOMMENDATIONS

The MCEP did indeed make some positive contributions to the lives of the cooperative students. Most participants seemed to be students who needed an opportunity to engage in activities in addition to, and different from, those the school system usually makes available, and most of them were able to benefit from this chance. Although they were not achieving well in school, most participants were able to perform adequately in the MCEP because they were adequately invested in improving themselves. The target population of the program thus seemed to have been reached.

An advantage of the MCEP is that it operates through a structure built into the curriculum of the school and the schedule of the students. This circumstance allows for security and permanence in the administration of the program. The participants can also benefit from this structure because in order to take part in the program they need not disrupt the normal course of their lives. Therefore, they do not face the problems of transition back into their preprogram lives. This difficulty is germain to short, intensified programs which require students to be exposed to learning in an environment segregated geographically and socially from activities and pursuits in which they are ordinarily engaged.

1. Concentration on the content of program offerings.

The MCEP is only as good a work-study program as is the quality of its essential components, education and vocational training. By making partial entry into the labor market possible, the schools and the MCEP do not forego the responsibility to provide quality education to the students. A limited version of the general diploma curriculum, especially under segregated conditions, is not an adequate basis for an adolescent on which to build significant advancement. Separate classrooms for the cooperative student increase the stigma of the general diploma rather than counteract it. Since the program exists in order to improve the occupational life chances of its participants, the responsibility to provide quality education is even greater than it would be in the absence of the program. Evidence from the present study indicates that benefits accrued during two years of experience in an entry job do not compensate for lack of quality education and lack of a prestigious diploma. This becomes apparent to cooperative students too, after three years on the labor market.

The character of the trainee jobs should be reviewed carefully. Washing dishes, scrubbing floors and picking up cigarette butts or collecting refuse are legitimately existing tasks in our local economy. This same economy also includes many individuals who, for lack of marketable skills, or for need of money, will accept these positions. However, the MCEP offers a promise of vocational training and imposes a limitation on the ability of the students to change jobs. Therefore, under the guise of help it is irresponsible and damaging to adolescents to assign them to jobs which they find degrading, uninstructive, and which they cannot easily leave. The first contact of young people with the world of work and with the adult world, especially if that contact is entered into in search of an opportunity for self-improvement, is significant. In the opinion of the writer, the MCEP would be considerably improved if instead of increasing the quantity of traineeships, it made only those positions part of the program which provide training for marketable skills in surroundings which are physically, socially and psychologically desirable.

The scope of job offerings could also be widened to include the more advancement-prone and more meaningful assignments to be found in Civil Service. A number of the respondents expressed interest, for example, in attending the police training academy as part of the MCEP, with an option to take the Civil Service examinations upon completion of the program, as is the case at present with other traineeships. Similarly, some respondents were interested in becoming firemen. Most of them preferred white collar positions and perhaps more of these could be made available. Often it is the conditions of work which make an office job attractive rather than its duties. "Nice people" and a "clean office" are important signs of becoming respected members of society. This desire underlines the disappointment and feeling of shame which trainees feel in park and some hospital appointments.

Furthermore, entry positions filled by the cooperative student have to be conceived of as learning situations. Supervisors, co-workers and the program coordinator can insure that each trainee is exposed to a variety of skills. In two years, there is ample opportunity for this. Perhaps work assignments on a rotating basis -- with a new set of duties every six months -- could be a workable solution and trainees would experience a wider range of duties, institutional settings and people. They could then have increased information on the basis of which to make vocational decisions.

Another avenue for making work in the MCEP more meaningful would be the establishment of a promotion scheme. If possible, within the confines of regulations and limited number of jobs, the program administrators could try to institute ways for deserving trainees to advance to better and higher paying jobs during their second year of program participation.

2. Guidance in the MCEP.

Students seemed to be in intense need of counseling at all phases of program participation. At the time they first heard about the MCEP and decided to join it, they made decisions in some instances on the basis of grossly inadequate and often erroneous information. Typically, the students did not know what their high school diploma status was and whether entry into the program would effect such status. Often students believed that they would automatically continue in Civil Service, although they heard information to the contrary. It is not enough to tell the potential trainees about the program just once; they need to understand their condition thoroughly and this requires several discussion sessions with them. Individual meetings may not always be required. While the evaluation and discussion of school records is fruitfully achieved through individual discussion sessions, small groups are adequate for disseminating information and for vocational counseling.

Periodical discussion concerning the nature of traineeships and the possibility of job transfers or promotions would be very desirable. The students seemed in intense need of an opportunity to verbalize their feelings about school and work and to have access to an informative, respected person to help them examine the meaning and the import of their experiences in the MCEP. Too many cooperative students have little respect for members of their families or their friends, as sources of information and therefore, have no one to talk to. Under these circumstances they often make inadvisable vocational and educational choices, or use their opportunities poorly.

Again, at the time of leaving the program the students need to reexamine alternative steps to be taken upon becoming independent agents on the labor market. By the end of the senior year, they have a renewed interest in the future. Yet, most of them have no information about institutions for training and learning, do not know how to acquire this information, do not know the costs involved in attending schools, and do not know of financial aid programs. Therefore, they are unlikely to implement their plans for further learning -- even in those instances where such plans are quite realistic and quite specific.

The need for guidance is paramount in most New York City high schools and for most high school students. Even college bound "advantaged" students often make unwise choices due to lack of information and counseling. Yet, the administrators of the MCEP have assumed responsibility towards the young people they attempt to help and, therefore, they should make every possible effort to include a combination of information disseminating and guidance service in the program. Again, a very important consequence of the absence of such services, or the existence of cursory counseling, is that the cooperative student feels as if he is not important to anyone, and is an "outcast" (their word). By adding a "guidance-coordinator" to each school as part of the MCEP staff, significant ongoing contributions could be made towards alleviating student problems and towards maximizing the meaning and the benefit which each student receives from the program.

3. Contact between the two agencies administering the MCEP.

It is important for smooth, constructive operation of the program, that the Board and the Department cooperate. The evaluation uncovered no desire on the part of the students to have the content and subject matter of school and of work related. For the following reasons, the writer does not find it to be of value either. On the one hand, education is important in and of itself. Its benefits should be manifold and extend beyond the work experiences made available during the MCEP traineeships. On the other hand, the cooperative jobs themselves are not difficult -- objectively and in the eyes of the students -- and therefore, need no accompanying instruction; this program is not an attempt to supplement vocational high schools. Because the students are likely to go on to work and to study in fields different from their cooperative assignments, they need not receive a complete vocational training course.

What would be of benefit to the student, in addition to improved educational background, is a more versatile and thorough preparation for the period of transition and decision making that he faces immediately after high school. He needs tools for self-management and informed decision-making. The work bound student needs to know with confidence, what field of work he would like to enter, with what kind of employing agency he wants to be associated, what conditions of salary, benefits and advancement possibilities he can expect and how to obtain them. While he is looking for a job, he needs to know how to maximize the use of job related information such as references, resumes and newspaper ads, and how to make use of agencies, vocational counseling and interviews.

Students may decide to undertake further education or training. They should be able to make this choice rather than be circumstantially barred from it. If they would like to go to school, the students should have familiarity with the processes and criteria for selecting a school and a curriculum, procedures for application, with ways to plan and to attain financial support.

These problems and decisions are germain and inevitable in the life of all high school leavers. Because the MCEP was undertaken precisely to try to improve the chances of its participants for educational and vocational survival, perhaps the most important function of the program is to provide the student with means to increase his knowledge and with ability to use information optimally.

The two departments, through which the program is administered, could share the responsibility not only for exposing the student to a variety of work milieu, but also for disseminating and discussing vocational information and for interpreting information and experience to the student. Part of this could take place on school time, part of it on work time, for a total of perhaps a half a day, every week.

The student can grow in his ability to verbalize and interpret the world of work if he has recurring opportunity to assess it. The Board and the Department could maximize their mutual cooperation along lines of providing an information disseminating and counseling course to the cooperative student, and thus assist each other in the effort to guide the vocational and personal development of the program participants. This "vocational course" could include field visits to work sites, whether or not to agencies associated with the MCEP, it could include small discussion groups about the meaning of school and work experiences, it could include practice testing, interviewing and job application. Most importantly, it could give the student basic information on the spectrum of his opportunities, and a feeling of perspective concerning his present and potential dilemmas and achievements.

APPENDIX A

CORRESPONDENCE WITH RESPONDENTS

February 7, 1966

Dear Mr.

A couple of years ago, when you were still in high school, your school took part in the Municipal Cooperative Education Program. You or some of your friends may have been part of this program in which students worked every other week in a department of New York City.

The City has asked us at the Center for Urban Education to talk to some former high school students and members of the program, to find out how you feel about your experiences and whether you received any benefits from them. The Center is a university-connected, independent research institute.

We hope you can meet with us for about a couple of hours to discuss the program and your job searching activities. Anything you tell us will remain confidential. We are able to pay you $10.00 for your time. We plan to begin in the next six weeks. We will set the appointment at a time and place convenient for you, during the day, evening or on the week-end.

Please be kind enough to return the enclosed stamped post card at your earliest convenience. Please fill in the card completely.

We hope you will take part in this project so that the City can better assist other young people to get jobs and develop skills.

Sincerely,

Eva Vambery

EVA:mab
enc.

P.S. If you have any questions, please call me at 244-0300.

CENTER FOR URBAN EDUCATION 33 WEST 42 STREET, NEW YORK CITY 10036 *212-244-0300*

February 23, 1966

Dear

About two weeks ago I sent letters to you and some of your former fellow students from high school. I said in the letter that the City of New York asked me to find out about your job experiences since you left school.

I hope you can cooperate. We need your opinions to get a better picture of what parts of your high school experience proved helpful to you in getting jobs. The City is anxious to improve its services to young people who are trying to get jobs.

The following persons from your school have already filled out and returned their postcards to me:

Please complete your postcard and send it back as soon as possible. I will write or call in about three weeks to arrange a convenient time and place for discussion. It will take about a couple of hours and I can pay you $10.00 for your time.

If you have any questions or comments please call me at 244-0300.

Sincerely,

Eva Vambery

CENTER FOR URBAN EDUCATION 33 WEST 42 STREET, NEW YORK CITY 10036 *212-244-0300*

CENTER FOR URBAN EDUCATION
33 West 42 / New York City / 10036

Tel.: 244-0300

Dear

Thank you for your interest in the Municipal Cooperative Education Program. Many of your former fellow students have also sent their cards back to us already.

Now we work on setting up appointments and we will call you shortly to talk about a time and place convenient for us to meet.

Please feel free to call if you have any questions.

Sincerely,

Eva Vambery

Center for Urban Education
33 W. 42 St.
New York City 10036
Att. Vambery Room 1726

4
U.S. POSTAGE

THIS SIDE OF CARD IS FOR ADDRESS

________ Yes

________ No

Name:

Address:

Telephone number:

APPENDIX B

RESEARCH INSTRUMENTS

Evaluation of the Municipal Co-
operative Education Program
Eva A. Vambery, Project Director
Spring 1966

Questions on which to base discussion in the group interview.

Why did you take part in the cooperative program?

Why did you not take part in the cooperative program? (control)

Did anyone suggest it to you? Who?

What were you looking for when you joined?

Were you part of a similar program before or since?

Did your family and friends support or oppose you?

Did you know much about it before hand?

Did you have an occupation in mind for yourself when you started?

Did you show preference for some kind of work in the program or did you feel that any job would be good experience?

Did you consider the Armed Forces as an alternative when you finished high school?

Did you have plans for any work or training in the Armed Forces in the event that you went?

Did you belong to any organizations: social, political, hobby, religious? Do you still?

When in the program, what did you do?

Who taught it to you?

Did you get much training? Did you learn different things as time went on?

Did anyone tell you whether you did your job well or poorly?

Were you familiar with ways to make a complaint? Ways to show your talents?

Were you "at home" in the office (or shop)?

Did you ever think that the work was silly?

Did your job give you ideas about work you might do after finishing high school?

Did anyone at school discuss your experiences with you?

Did you feel the need for such discussion? Were your friends any help?

Were you familiar with the promotion schedule of the job you held in the co-op?

Did you have any idea what went on in the rest of the program or pretty much the work you did only?

Would you say that taking part in the program is largely an individual experience or a group experience?

Did you get any guidance service? Did you want any?

Did you learn about tax returns, benefit programs, union membership, associations at work? Where?

Did you learn about ways to get a job? Such as agencies, newspaper ads, counselors, references, resumes?

Did you ever go to a youth placement organization for help? Did they help you?

What was the shortest time period you were unemployed? The longest?

Would you consider yourself being fairly successful or rather unsuccessful since you left high school? Do you think you are getting somewhere, even if slowly? Do you tend to keep jobs longer than before? Do you tend to get more pay?

Did you stay with the program till the end?

Did you work at something you wanted? Did you like what you did - even if not your first choice?

Would you do it over again?

Would you tell a younger brother or friend to take part in the program?

Do you think this program is better suited for boys or girls?

How soon after graduation did you get your first job?

Did it resemble the co-op job you had? In what ways?

Did you get a good recommendation from your program supervisor - for your own purposes?

Did the program change your ideas about your plans for work? Did it point to areas in which you wanted training?

What other work would have been more (or less) of a learning experience?

What about the work (or school) would you change?

Would you abolish the program?

CENTER FOR URBAN EDUCATION
33 West 42 Street / New York City / 10036 244-0300

Dear Mr

You remember that last Spring you took part in a discussion about the Work-Study program together with some of your classmates. This was done so that we can improve on the program for the younger people who are now in it, and who will join it in years to come. You were very helpful by coming to the interview and telling us what the program is really like.

There are several questions which still have to be answered however. I would like you to cooperate again, and I will compensate for your inconvenience by sending you $15.00 after our discussion. Please let me know your present address: ______________________________

____

Your telephone number: ______________________________

What day and hour of the week you are free for an hour or two:

____

Please return this letter when you filled it out in the envelope I included. I will call you shortly. If you have any questions feel free to call me at the Center: 244 - 0300, extension 52.

I hope to hear from you soon. Thanks,

Eva Vambery
Eva Vambery

ev:la

PROCEDURE FOR THE GROUP INTERVIEWS
Evaluation of the Municipal Cooperative Education Program
Eva A. Vambery, Project Director
Spring 1966

You are mediating a discussion focused around experiences in the cooperative work-study program, and its value during post high school years. The interview is conducted in the form of a group discussion in order to put the respondents at ease, and to juxtapose a variety of opinions in an attempt to clarify them. You can make all the difference: be mediator of an easy-flowing discussion; this is not a question-answer session.

At the beginning, state clearly what the purpose of the interview is and how the interviewee is to take part in it.

We are trying to discover what it is like to be in the program, so that we can improve on it in the future. If the respondents understand what is expected of them, they are likely to cooperate. Indicate that you represent an independent research organization, that neither schools nor employees will have access to any written or verbal material the respondents give. Indicate also, that their cooperation is particularly valuable and important because only participants of the program or those who had the direct experience of being young adults looking for jobs and applying to schools can tell us what those encounters are like. Outsiders usually hold different views from those who participate.

The opening question is very important. It orients the respondents to the time and place to be discussed. Throughout the interview, try to keep the discussion around the predetermined topics.

Do not let interviewees "get away" with generalized statements or lists; ask them to specify aspects of experience, encourage them to describe their reactions to experiences on all questions. If a respondent poses a question to you, answer it only if it relates to procedure or to the nature of our research. If the question is meant to change the subject, or if the respondent wants your opinion on a topic, do not answer, but redirect the question to him.

Agreement among the members of a group cannot be expected. We anticipate variations of opinion within a group, and from interview to interview. Sometimes we will encounter personality clashes. But we want to hear from everyone.

Your function is dual: you listen, much like the tape-recorder in the room, and you mediate discussion. Interfere only when no one else speaks. Be sure that discussion proceeds smoothly, that all essential points are covered by all respondents, that everyone has a chance to speak, and that any confusing but relevant issues are clarified. Because the respondents are the witnesses in the schools and on the jobs, they are in the best position to tell about these experiences. We are also interested in the outcome of the events, and we want to know their opinions, as well. There are no "right" or "wrong" experiences, only real, or unreal, beneficial or not. Do not correct interviewee statements: they were there, you were not -- they lived with the results and made decisions on the basis of their opinions, you did not. We are to find out, not to give them advice or render a service, at this point.

Emphasis is on reporting, not on judgment of interviewees or their opinions. You are to be interested but detached.

Do not show how you are effected by the accounts you hear. Do not interrupt an interviewee, that would cause loss of spontaneity and would put the respondents on the defensive. The groups meet because we are interested in all views, no matter how varied, not to pass judgment on them, nor to take sides. Do not challenge interviewees to defend their position, only try to make them explain what they mean. Consistency or logic are not the objects of the group interview, effects of respondent experiences, as they see them, are. Choose your language to facilitate and maximize communication in the group and to elicit as much information as possible.

The following questionnaire is part of the study of the Municipal Cooperative Education Program in which many high school students in New York City participate. You have already taken part in a discussion about this program last Spring. There are still some questions I would like you to answer. Please fill out this form now as completely as you can. All your answers will be confidential; none of your employers and no one from school is going to see them. Your cooperation is important because we are trying to make this a better program for the young people who are now in high school. They can benefit from your experiences.

Please answer in detail and accurately. You can write additional comments that you think are important on the margins. I will help you if you have any questions. Thank you for your help.

Examples: Did you go to high school? (check one) Yes_____

No_____

Which high school did you go to? (Answer in your own words)

Name ______________________________

Address: ______________________________

Telephone Number: ______________________________

Age: ____________________

Date: ____________________

School: ______________________________

In the Cooperative Program? Yes_____

No_____

How old were you when you got your first job? ____________________

Did most of your friends have jobs by then? Yes____

No____

How old were you when you got the first job you stayed with for more than six months? ____________________

Why did you get your first job? ____________________

How did you hear about it? ____________________

How did you find out whether this was the kind of job you wanted? ____________________

What else could you have done to size up the job better? ____________________

How much did you make? Starting salary: ____________

Final salary: ____________

What were your duties on your first job? ____________________

What skills did you learn on this job? ____________________

What did your duties have to do with your education, training or interests?

____

In what ways was the job different from what you expected? ______________

____

How long did you stay on your first job? ______________________

Why did you leave? ______________________________

Did other workers on the job talk to you about their own

Problems ____________

Advancements __________

Social life __________ (check as many as needed)

What was the best advice they gave you for advancing yourself? __________

____

Did you follow this advice? Yes____

No____

If yes, did you get a better job as a result? ____________

did you go back to school as a result? ____________

Did you ever have a disagreement with your supervisors on your first job? ____

What: ____

How did you handle it? ______________________________

How would you handle it today? __________________________

Did you ever have a disagreement with another worker on your first job? ____

What? ____

How did you handle it? ______________________________

How would you handle it today? ______________________________

Was your supervisor "good" in your opinion? Yes____

No____

In what ways? ______________________________

What should he have done to be a better supervisor? ______________________________

____

Did you ask for:		Did you get:
____________	Promotion	____________
____________	Raise	____________
____________	Recommendation	____________

Did they ask you to stay? Yes____

No____

Did you have sick leave: ____________

vacation: ____________

union membership: ____________

health benefits: ____________ (check as many as needed)

Did the job satisfy you in terms of (check as many as possible):

	Yes	No
pay	______	______
duties you had	______	______
chance to learn skills	______	______
people - make friends	______	______
promotions - chance to advance	______	______

(this question continued on page 5)

	Yes	No
benefits - vacations, medical plan	____	____
environment - nice place	____	____
use of education and training	____	____
responsibility in your work	____	____
interest in the work	____	____
independence - light supervision	____	____
other (specify)	____	____

How important was your first job in terms of your future work? ____________

When you were in the last year of high school, how important did you think education was for your future? ____________

Today, how important is education for your future? ____________

What do you consider most important in a job? ____________

Are you working now? Yes____ How long are you on this job? ____________

No____ How long have you been out of work? ______

About the job you now have, or the last job you had when you were working, if if you had it for at least three months:

Why did you get this job? ____________

How did you hear about it? ____________

How did you find out if this was the kind of job you wanted? ____________

What else could you have done to size up the job better? ____________________

____

How much did you make when you took the job? ______________________

How much do you make now (or when you left)? ______________________

What are your duties? ____

____

What skills are you learning? _________________________________

____

What do your duties have to do with your education, training or interest?

____

In what ways is the job different from what you expected? __________

____

Do you plan to stay on this job? Yes_____ Why?____________________

No_____ Why?____________________

Do other workers on the job talk to you about their own (check as many as needed):

problems ____________

social life ____________

advancements ____________

What is the best advice they gave you in order to advance yourself? ________

____

Did you, or are you planning to follow this advice? Yes_____

No_____

What are your REALISTIC plans for further education or training? ________

____

Did you every have a disagreement with your supervisor on this job? ______

What? ____

How did you handle it? ______________________________

Did you ever have a disagreement with a co-worker on this job? ________

What? ____

How did you handle it? ______________________________

Is your supervisor "good" in your opinion? Yes____

No____

What should he do to be a better supervisor? ____________________

____

Did you ask for:		Did you get:
____________	Promotion	____________
____________	Raise	____________
____________	Recommendation	____________

Do you have sick leave: __________

vacation: __________

union membership: __________

health benefits: __________

(check as many as needed)

Does the job satisfy you in terms of (Check as many as needed):

	Yes	No
pay		
duties you have		
chance to learn skills		
people - make friends		
promotions - chance to advance		
benefits - vacations, medical plan		
environment - nice place		
use of education and training		
responsibility in your work		
interest in work		
independence - light supervision		
other (specify)		

How important is this job in terms of your future work? ____________________

____

How many people lived in your home when you were in high school? __________

How many people who lived in your home then graduated from high school? _____

	lived in your home	graduated from high school
friends		
father or guardian		
mother or guardian		
older sisters or brothers		
younger sisters or brothers		
grandparents		
aunts or uncles		
other (specify)		

(check as many as needed)

Did you talk to them about your plans for the future? Yes_____

No_____

Whom did you talk to? ______________________________

What did you talk about? ______________________________

Did you talk to them about school? Yes_____

No_____

Whom did you talk to? ______________________________

What did you talk about? ______________________________

Did you talk to them about jobs? Yes_____

No_____

Whom did you talk to? ______________________________

What did you talk about? ______________________________

Can you talk about a problem with them? Yes_____

No_____

Whom can you talk to about a problem? ______________________________

Did they ever influence you in the kind of school you attend? __________

job you got? __________

Who in your family was able to help? ______________________________

Are you married __________

divorced __________

separated __________

bachelor __________

Do you have any children? age ________ sex ________

age ________ sex ________

age ________ sex ________

What work would you do if you were (not) married? ________________________

a father? ________________________

How many times did you move in the last 5 years (not including service in the Armed Forces, vacations or institutionalization)? ________________________

Have you lived away from your parents during the past 5 years?(not including service in the Armed Forces, vacations or institutionalization)?

No__________ Yes__________: with my own family __________

with relatives __________

with friends __________

alone __________

What did your father do 5 years ago? ________________________

What does he do now? ________________________

Did your mother work 5 years ago? No__________

Yes__________: part-time __________

full-time __________

Does your mother work now? No__________

Yes__________: part-time __________

full-time __________

How many persons in your household work part-time: ________________

full-time: ________________

How many people live in your home now?		How many graduated from high school?
father or guardian	____________	____________
mother or guardian	____________	____________
older siblings	____________	____________
younger siblings	____________	____________
grandparents	____________	____________
aunts or uncles	____________	____________
friends	____________	____________
wife	____________	____________
children	____________	____________
other (specify)	____________	____________

Who among these persons contributes money to the household? ____________

____

How many jobs have you had all your life? ____________

How many jobs did you have for more than 6 months? ____________

How many of the jobs you had were an improvement over earlier jobs? ______

____

How long were you unemployed (if longer than one week): first time ________

second time ________

third time ________

fourth time ________

fifth time ________

sixth time ________

more if necessary

Do you have a car? ________ Does your family have a car? ________

Do you have a TV? ________ Does your family have a TV? ________

Were there any job opportunities for you that you did not take? Yes_____ No______

What? ____

Why did you not take these jobs? ______________________________

Were there any jobs you would have liked but could not have? Yes____ No____

What? ____

Why could you not have these jobs? ______________________________

____

Were there unexpected "lucky breaks" in your life? Yes_____ No_____

How did you take advantage of them? ______________________________.

What were they? ______________________________

Did you or do you have special problems that keep you from having equal opportunity? Yes_____ No______

How did you cope with them? ______________________________

What are these handicaps? ______________________________

Which of these changed your ideas about education or training?

jobs you turned down ____________

jobs you could not have ____________

"lucky breaks" ____________

special problems ____________

What new ideas did you get from these events? ______________________

____

What work would you be doing if you had no "lucky breaks" and no special problems? ______________________________________

Do you think New York City has good opportunities for your kind of work?

____

Did you ever think of moving? __________ Did you ever move? ________

How would you describe yourself-what is your trade? __________________

____

If you were a supervisor why would you hire yourself? ________________

____

Why would you not hire yourself? ______________________________

____

Describe in detail the advice you would give a brother 4 years younger than yourself (if you had such a brother) about the kind of education and training he should get:

____

____

____

____

Who was the most important person in your life? ______________________

How did this person influence you? by talking with me ____________

by showing things to me ____________

by his personality ____________

by his success ____________

(check as many as needed)

Did this person influence your education ________

training ________

way you spend your free time ________

social life ________

work you did ________

friends you have ________

(check as many as needed)

What was the most important experience in your life in terms of (answer all):

friends you have ____________________

education ____________________

way you spend your free time ____________________

training ____________________

work you did ____________________

social life ____________________

How many very close friends do you have? ____________________

How long have you been friends? ____________________

Do you talk to them about (check as many as needed):

other friends ____________
girls ____________
family matters ____________
jobs ____________
school ____________
money ____________
hobbies ____________
politics ____________
sports ____________
other ____________

Do you have friends that you live with ____________
go to school with ____________
work with ____________
go out with ____________
do athletics with ____________
hang out with ____________
other (specify) ____________

(check as many as needed)

What do you do in your spare time?
movies ____________
TV ____________
read ____________
records ____________
radio ____________
study ____________
sports ____________
hang-out ____________
dates ____________
other (specify) ________

(check as many as needed)

What would you like to do in your spare time that you cannot afford? ______

____

When do you think you will have enough money for it? ____________________

Are you satisfied with the way things are going for you? Yes____

No____

Are members of your family satisfied? Yes ____ No ____

Are your friends satisfied? Yes ____ No ____

Is your wife or girl friend satisfied? Yes ____ No ____

What school or training center did you attend for more than 6 months since you left high school? ____

____

What was your major in those schools? ________________________________

Did you graduate? ____________________

Why did you go there? ____

Do you think the training was good, average, poor? (circle one)

Did you get a job related to the learning/training you got there? Yes____

No____

Was the training very different from what you expected? Yes____

No____

Could you have changed schools ______________

or majors ______________ after you enrolled?

How could you have found out more about the school? ____________________

____

What did you learn in this course? ______________________________

____

What new ideas did you get about your job prospects? ______________

____

Were you satisfied with homework ________

grades ________

expenses ________

teachers ________

tests ________

people ________

extracurricular activities ________ (check as many as needed)

What did you family think of the school? ______________________

friends ______________________

Would you recommend it to your brother who is 4 years younger than you (if you had such a brother)? ______________________________

Would you now go to that school? ______________________

Do you think you got a lot out of it? ______________________

What other training or studying did you think of trying? ____________

____

What other training or learning did you do for a short time? __________

____

Do you think your future is shaping up ______________
partly in good shape ________
mostly unknown yet ________

On your present job can you use your best skills ______
greatest interests ______
personality ______
highest educational qualification ______

Do you think there is a job where you can use them? ________ What? ______

____

How close are you to getting such a job? ______________________

What will you do to get such a job? ______________________

How did you pay for your training after high school? ______________

How do you plan to pay for future learning? ______________________

What field of work would you most like to be in? ______________________

What specialty of that work would you most like to do? ______________

Have you ever had a job you liked very much? Yes____ No____

What? ____

Is this a job someone without any training can do? Yes____ No____

How much planning have you done for your future? Lot ______
Some ______
Little ______

Would it be any use to do more planning for your future? Yes __________

Why? ____

No __________

Why not? ____

Compared to your friends of the same age, and who do similar work, have you made a lot of progress __________

same amount of progress __________

little progress __________

Do you think you have a choice about work __________

school __________

Do you think you have to take pretty much what comes along in work __________

in school ________

PLANNING QUESTIONNAIRE

MCEP FORM

NAME (Please Print)

______________________________ GRADE ________ DATE ______________

DIRECTIONS: In this questionnaire, you are asked to think about what you would like and also about what you really expect. Sometimes it is hard to think ahead in this way but try to answer each question as best as you can. Read the questions carefully before answering: and if you cannot answer, write the words, "don't know." Do not write "don't know" unless you are sure you cannot answer. Remember, some questions will ask you what you would like and other questions will ask what you really expect.

1. WOULD LIKE. If you had the chance to go into any kind of work you wanted as an adult, say 15 years from now, what occupation would you choose? Think only of what you would like to do, what you would be happy at. Do not think about the abilities required or the training which is necessary to get into this kind of work. Just write down the name of the occupation you would like to be in. If you want more than one, write these down, but put your favorite one first.

   ____

   ____

   Now tell why you would like the kind of work you wrote down above.

   ____

   ____

2. BEST FITTED. You have given the name of one or more occupations that you would like more than any others. Now think about your skills and abilities and put down the name of the occupation that you think you will be best suited for as an adult.

   ____

   Why do you think you will be best suited for this occupation?

   ____

   ____

3. EXPECT. People sometimes think about what they would like to be, although they don't really believe it could come true. They also usually have a fair idea of what they actually will do. Now think about what you will really be as an adult, say 15 years from now. What occupation do you actually expect to be in?

   ____

   ____

Why do you think you will really be in this occupation?

____

____

4. You have just put down the name of the occupation you expect to be employed in as an adult. Do you like this idea?

(Check one) _____Yes _____No

Why? ____

____

5. WOULD LIKE. If you had the chance to go to work whenever you want to, how old would you like to be when you begin working at a full-time job? Look at all the possibilities, then circle one.

16 17 18 19 20 21 22 23 24 Older

6. EXPECT. Now show in the same way how old you think you really will be when you begin working full-time.

16 17 18 19 20 21 22 23 24 Older

Why do you think so? ____

____

7. WOULD LIKE. At what age would you like to quit working: that is, retire or do anything else that you please? Put a check in front of the age group that fits your idea. Look at all the answers before you check any.

_____Younger than 35.
_____Between 35 and 40.
_____Between 40 and 45.
_____Between 45 and 50.
_____Between 50 and 55.
_____Between 55 and 60.
_____Between 60 and 65.
_____Between 65 and 70.
_____Between 70 and 75.
_____Older than 75.
_____Don't know.

8. EXPECT. Now show in the same way how old you think you will really be when you will be able to quit working and retire?

_____Younger than 35.
_____Between 35 and 40.
_____Between 40 and 45.
_____Between 45 and 50.
_____Between 50 and 55.
_____Between 55 and 60.
_____Between 60 and 65.
_____Between 65 and 70.
_____Between 70 and 75.
_____Older than 75.
_____Don't know.

Why do you think so? ____

____

9. WOULD LIKE. If you had the chance and would like to go to school or college after high school, what kind of school would you like to attend? Put the number "1" next to your first choice and a number "2" next to your second choice. Read all choices before answering. If none, check.

_____None
_____Just college
_____Teachers College
_____Engineering College
_____College or University School of Business
_____College or University School of Agriculture
_____Trade School
_____Two-year Technical Institute
_____Two-year Agricultural School
_____Private Business School
_____Some other kind. Write it here: ________________________________

10. EXPECT. Now, put a check in front of the school you actually expect to go to. If none, or don't know, write it here: ______________________________

_____Just college
_____Teachers College
_____Engineering College
_____College or University School of Business
_____College or University School of Agriculture
_____Trade School
_____Two-year Technical Institute
_____Two-year Agricultural School
_____Private Business School
_____Some other kind. Write it here: ________________________________

11. WOULD LIKE. Thinking about school and college, if you had the chance to get as much education as you want, how much schooling would you like? Put a check next to the amount of schooling you would like to complete. Read all choices before answering any.

_____11th grade (5th and 6th terms)
_____12th grade (graduation from high school)
_____13 years (one year of college or other training)
_____14 years (two years of college or other training)
_____15 years (three years of college or other training)
_____16 years (graduation from college)
_____17 years (one year after college for additional training)
_____18 years or more (advanced education)

12. EXPECT. Some people would like to go to school or college but don't always get to go as long as they want to. As you look ahead, how many years of schooling do you actually expect to complete? Put a check next to the number of years you expect to attend school.

_____11th grade (5th and 6th terms)
_____12th grade (graduation from high school)
_____13 years (one year of college or other training)
_____14 years (two years of college or other training)
_____15 years (three years of college or other training)
_____16 years (graduation from college)
_____17 years (one year after college for additional training)
_____18 years or more (advanced education)

13. WOULD LIKE. If you plan to go to work full-time after finishing high school, would you like to attend some kind of school at night?

(Check one) _____Yes _____No _____Don't Know

14. EXPECT. After you go to work, do you think you will really go to some kind of night school?

(Check one) _____Yes _____No _____Don't Know

15. Right now, would you rather go to school or work?

(Check one) _____School _____Work _____Both

16. WOULD LIKE. When you get your first full-time job, how much money would you like to make a week? _______________

17. EXPECT. How much money do you really expect to make when you get your first full-time job? _______________

18. WOULD LIKE. When you are an adult, say 15 years from now, if you could earn as much money as you'd like to have, how much money would you like to make each week? _______________

19. EXPECT. Although you have just indicated how much you would like to earn, how much do you really expect to make a week, say in 15 years from now?___________

20. WOULD LIKE. Would you like to enter some kind of military service?

(Check one) _____Yes _____No _____Don't Know

21. EXPECT. Do you actually expect to enter some kind of military service at some time?

(Check one) _____Yes _____No _____Don't Know

_____By draft
_____By enlistment
_____Other

22. As you see it, what would military service do to your plans? Check only one, but read all the possibilities before checking.

_____Help me with my plans.
_____Make no difference in plans.
_____Upset things somewhat.
_____Upset my plans seriously.
_____Would have to wait until after service to make plans.
_____I haven't given it any thought.

Now add anything here that would give a better idea of how military service would affect your plans.

____

____

23. WOULD LIKE. If everything could work out the way you'd like it to be, how old would you like to be when you marry? Write the age here. __________

24. EXPECT. Sometimes people don't get married at the age they would like to because of different reasons. How old do you think you will actually be when you get married? __________

INTERVIEW OUTLINE FOR CO-OP

Introductory Statement

I'd like to talk with you this ________ about the cooperative program, what it is like, and how you have found it. We're talking with you because that is the best way to find out how things are going. Everything you tell me will be kept confidential. I am not with the civil service or the Board of Education but with the Manpower Utilization Council, -- they're the ones who arrange for all these jobs. I'd also appreciate it if you kept our conversation confidential because it works out better if we can talk with each student this way -- if he just comes in and talks with us. I'm putting this on tape so I won't have to write everything down while I talk with you (puts on recorder). Are there any questions you'd like to ask me at this point? After opportunity, "Well then, how are things going?"

May be followed by Leads 1, 2, or 3.

Lead 1. Tell me about your job.

Primers:

Tell me about your duties. How did you or do you feel about them?
*What do you like best about the job? like least?
How do you find the amount of work you have (stress, strain, hours, breaks, overtime?)
*What do you think about your boss thinks about your work?
*How do you feel about the way you handle the work?
How well do you feel you were prepared for this kind of work?
*What about the things you've learned at work?
*What about the people you work with? Supervisor, regular workers?
*Where do you think this job could lead? Is this a good opportunity for you?
How do you feel about staying on at this job?
*What do you think of your earnings (pay)? What are some of the things you have bought? How do your earnings affect your life?
*Will you be saving very much? Any plans?

Lead 2. How are things going in school?

Primers:

*What is your favorite subject? (What he likes about it, classroom behavior, etc.)
What subject do you like least? (develop)
Tell me about your other subjects.
What sort of grades are you getting?
Do you think your teachers mark you pretty fairly?
*Do you think you could get higher marks? (attitude toward achievement in school)
*Are you getting the sort of courses you want?
*How do you feel about school in general?
*How do your parents feel about your schooling? Marks?
With whom do you usually discuss your school plans?
What do you usually talk about?

*What are the main things you get out of going to school? What program would you take if you could arrange it?
Suppose you were principal, what changes would you make?

There are other things one can do in school besides take subjects.
What are some of the things you do?
What do you think about the sports program? (Clubs, other activities?)
Do you plan to enter any new activities this (next) year?

BRIDGE AS NECESSARY

Lead 3. I'd like to get a better picture of you outside of school or work. Can you tell me about the things you do in your free time? What do you usually do after school (or work) is over? (Get perception of his ability and skill - evidence of continuing interests - role in activity - satisfaction derived from activity (mastery, prestige, belongingness, etc.)

With whom do you spend most of your free time? (develop to find out more about this group and his role in it.)
Do you have much time for dating? (Get relationship with boys, girls)

Primers: (briefly, be selective)
- weekends
- sports
- hobbies
- clubs and other organized groups
- social activities, dates, etc.
- reading, What? Where get books?
- any shop or mechanical work?
- radio, TV, movies?

*Of all the things you do in your spare time, what do you like the best? Why? What else?

BRIDGE

Introductory statement -- Very often one's family has a lot to do with choosing a career, and so it is of interest to us here. Much of what you learn about jobs is learned from them, and some of your interests also.

Lead 4. Tell me something about your family.

Primers:
- Do you discuss school with your parents? What do you usually talk about?
- Do you talk over your plans for the future with any of your folks?
  - Do you think parents should help a boy (girl) choose a career?
- What do your parents think of your job choice?
  - What does your father think of his job?
  - What does he think is a good job?
- Do you think your folks understand young people?
  - Do you and your parents generally see things the same way or differently?

BRIDGE

Introductory statement: Now I'd like to talk with you about your plans.

Lead 5. Let's suppose you are 30 years old. What would you like to be by the time you are 30?

Primers:
- *What would you do as a ___________?
- Why do you want to be a ___________?
- How does one go about becoming a ___________?
- *Your job will only occupy a certain part of your life when you are 30.
  - What else do you see yourself doing at that time?
  - What would you like to do when you are 30 that you may not be able to do?

Lead 5 B. Now tell me some more about your future hopes? (Discuss plans as they open, to include further schooling, marriage, residence.)

Now suppose these plans don't work out, what then?

Lead 6. We've talked about your plans somewhat . . .

Primers:
- *What are some of the reasons other people work?
- *Which of these seem most important to you?
- *What would you like to get out of work? (Give choices as opportunity for elaboration - money, respect, usefulness, friends, etc.)
- Now I'm wondering about specific situations:
  - If you had a chance to earn $100 a week next week, would you quit school?
  - If you had to travel all the time but could earn $200 a week, how would you feel about that compared with a job where you earned $100 a week but could stay home?
  - Suppose you could have a lot of money, what would you do? (. . . with your time? Why?)

(Use other contingency factors as seem appropriate.)

Lead 6 B. What is the most important reason for living?

Primers:
- *How does it look these days?
- *Specific opportunities for different ethnic groups.
- *Handicaps, limitations?
- *Should one plan ahead?

(Then administer Verbal Scale - next page.)

Now I'd like your opinions on a number of different things. I'm going to read you several statements. With each statement some people agree and some people disagree. As I read each statement, will you tell me whether you more or less agree with it, or more or less disagree with it? For example, here is this statement:

1. These days a person doesn't really know whom he can count on. In general, would you agree with that statement, or would you disagree?
2. Most public officials (people in public office) are not really interested in the problems of the average man.
3. Nowadays, a person has to live pretty much for today and let tomorrow take care of itself.
4. In spite of what some people say, the condition of the average man is getting worse, not better.
5. It's hardly fair to bring a child into the world with the way things look for the future.
6. Most people don't really care what happens to the next fellow.
7. You sometimes can't help wondering whether anything is worthwhile anymore.
8. Next to health, money is the most important thing in life.
9. To make money, there are not right and wrong ways any more, only easy ways and hard ways.
10. The way things look for the future, most people would be better off if they were never born.
11. There is not much chance that people will really do anything to make this a better world to live in.
12. Everybody is just out for himself. Nobody really cares about anybody else.
13. The thing to do is to live for today rather than to try to plan for tomorrow.
14. You're a fool if you believe what most people try to tell you.

APPENDIX C

ABOUT THE DATA

The list originally received by the writer included the names of the 210 cooperative and the 133 control students who made up the population of the 1962-63 evaluation and of the present follow-up study. That list also indicated the following information which was made use of in the present evaluation:

1. Addresses last known to the schools: the original list did not have this datum for 21 cooperative and 11 control students, four and one of whom, respectively, became part of the 1966 sample.

2. Ethnicity: for eight cooperative and three control students this information was missing in the original data sheets. Four students in the sample lacked this information. In order to have as complete a set of data as possible for the present evaluation, school records and data on ethnicity gathered in 1966 were also used. Some discrepancies appeared among data from different sources. It may be that Puerto Ricans, for example, were sometimes classified as Negro, sometimes as Putero Rican, sometimes as white. The "other" category was used in 1962-63 for what is possibly Jewish and Italian.

3. Work assignment in the program: for five cooperative students this information was not recorded on the original list. According to 1966 evidence, this datum remained unobtained for three students in the program. There is also a little variance in some cases due, probably, to the fact that some students held more than one job and some students changed assignments within the departments they were orignially assigned. In 1966, those jobs were recorded which the student held for the longest time while in the program. A couple of students classified as part of the program, dropped out after a day on the job and a couple dropped out

after two weeks. These students were able to return immediately to the non-cooperative classes.

4. According to the original list, tapes of interviews individually held in 1962-63, were missing for 13 cooperative and 16 control students. In actuality, the writer did not receive tapes for 20 cooperative and 16 control students. It is possible that some interviews were not taped or that some of the tapes were misplaced over the years.

5. Scores on the Otis Quick Scoring IQ test were missing for six cooperative and six control students, according to the original list. No intelligence testing was done in 1966.

6. The Life Planning Questionnaires were unavailable for six cooperative and five control students, according to the original list. The writer received all but for five cooperative and three control students. The discrepancy may be due to a recording error, which was evident in several other instances, too.

Number of cooperative and control members of the sample for whom data are collected through instruments used in this report

Type of instrument	Respondent groups Cooperative	 Control	Total
A. Interviews			
1966 - group	48	21	69
1966 - individual	12	4	16
1962-63 - individual	28	5	33
B. Questionnaires			
1966 - LPQ	48	21	69
1962-63 - LPQ	43	18	61

Occupational Categories For Role Workers, 14 Years of Age and Over, in the 1960 NYS Census

THE STATE--TOTAL

MALE, 14 YEARS OLD AND OVER

PROFESSIONAL, TECHN'L, & KINDRED WKRS
ACCOUNTANTS AND AUDITORS
ARCHITECTS
ARTISTS AND ART TEACHERS
AUTHORS, EDITORS, AND REPORTERS
CHEMISTS
CLERGYMEN
COLLEGE PRES., PROF'RS, & INSTR'S (N.E.C.)
DENTISTS
DESIGNERS AND DRAFTSMEN
ENGINEERS: AERONAUTICAL
CIVIL
ELECTRICAL
MECHANICAL
OTHER TECHNICAL ENGINEERS
LAWYERS AND JUDGES
MUSICIANS AND MUSIC TEACHERS
NATURAL SCIENTISTS (N.E.C.)
PHARMACISTS
PHYSICIANS AND SURGEONS
SOCIAL SCIENTISTS
SOCIAL, WELFARE, AND RECREATION WORKERS
TEACHERS: ELEMENTARY SCHOOL
SECONDARY SCHOOL
TEACHERS (N.E.C.)
TECHNICIANS: MEDICAL AND DENTAL
ELECTRICAL AND ELECTRONIC
OTHER PROFESS'L, TECHN'L, & KINDRED WORKERS

FARMERS AND FARM MANAGERS

MANAGERS, OFFS., & PROPR'S, EXC. FARM
OFFICIALS AND INSP'S, STATE AND LOCAL ADMIN
OTHER SPECIFIED MANAGERS AND OFFICIALS
MGRS., OFFS., & PROPR'S (N.E.C.)--SALARIED
MANUFACTURING
WHOLESALE AND RETAIL TRADE
FINANCE, INSURANCE, AND REAL ESTATE
OTHER INDUSTRIES (INCL. NOT REPORTED)
MGRS., OFFS., & PROPR'S (N.E.C.)--SELF-EMPL
CONSTRUCTION
MANUFACTURING
WHOLESALE TRADE
EATING AND DRINKING PLACES
RETAIL TRADE, EXC. EATING & DRINKING PLACES
OTHER INDUSTRIES (INCL. NOT REPORTED)

CLERICAL AND KINDRED WORKERS
BOOKKEEPERS
MAIL CARRIERS
OTHER CLERICAL AND KINDRED WORKERS

SALES WORKERS
INSURANCE AGENTS, BROKERS, AND UNDERWRITERS
REAL ESTATE AGENTS AND BROKERS
OTHER SPECIFIED SALES WORKERS
SALESMEN AND SALES CLERKS (N.E.C.)
MANUFACTURING
WHOLESALE TRADE
RETAIL TRADE
OTHER INDUSTRIES (INCL. NOT REPORTED)

CRAFTSMEN, FOREMEN, AND KINDRED WKRS.
BAKERS
BLACKSMITHS, FORGEMEN, AND HAMMERMEN
BOILERMAKERS
CABINETMAKERS AND PATTERNMAKERS
CARPENTERS
COMPOSITORS AND TYPESETTERS
CRANEMEN, DERRICKMEN, AND HOISTMEN
ELECTRICIANS
FOREMEN (N.E.C.)
MANUFACTURING, DURABLE GOODS
MFG. NONDUR. GOODS (INCL. NOT SPEC. MFG.)
NONMANUFACTURING INDUS. (INCL. NOT RPTD.)
LINEMEN & SERVICEMEN, TELEGRAPH, TELEPHONE, AND POWER
LOCOMOTIVE ENGINEERS
LOCOMOTIVE FIREMEN
MACHINISTS AND JOB SETTERS
MASONS, TILE SETTERS, AND STONE CUTTERS
MECHANICS AND REPAIRMEN: AIRPLANE
AUTOMOBILE
RADIO AND TV
OTHER MECHANICS AND REPAIRMEN, & LOOM FIXERS
MILLWRIGHTS
MOLDERS, METAL
PAINTERS (CONST.), PAPERHANGERS, & GLAZIERS
PLASTERERS AND CEMENT FINISHERS
PLUMBERS AND PIPE FITTERS
PRINTING CRAFT., EXC. COMPOS. & TYPESETTERS
SHOEMAKERS AND REPAIRERS, EXCEPT FACTORY
STATIONARY ENGINEERS
STRUCTURAL METAL WORKERS
TAILORS AND FURRIERS
TINSMITHS, COPPERSMITHS, & SHEET METAL WKRS
TOOLMAKERS, AND DIE MAKERS AND SETTERS
OTHER CRAFTSMEN AND KINDRED WORKERS

THE STATE--TOTAL--CON.

MALE, 14 YEARS OLD AND OVER--CON.
OPERATIVES AND KINDRED WORKERS
APPRENTICES
ASSEMBLERS
ATTENDANTS, AUTO SERVICE AND PARKING
BRAKEMEN AND SWITCHMEN, RAILROAD
BUS DRIVERS
CHECKERS, EXAMINERS, AND INSPECTORS, MFG.
FILERS, GRINDERS, AND POLISHERS, METAL
FURNACEMEN, SMELTERMEN, AND HEATERS
LAUNDRY AND DRY CLEANING OPERATIVES
MEAT CUTTERS, EXC. SLAUGHTER & PACKING HOUSE
MINE OPERATIVES AND LABORERS (N.E.C.)
PACKERS AND WRAPPERS (N.E.C.)
PAINTERS, EXC. CONSTRUCTION AND MAINTENANCE
POWER STATION OPERATORS
SAILORS AND DECK HANDS
SAWYERS
SPINNERS AND WEAVERS, TEXTILE
STATIONARY FIREMEN
TAXICAB DRIVERS AND CHAUFFEURS
TRUCK DRIVERS AND DELIVERYMEN
WELDERS AND FLAME-CUTTERS
OTHER SPEC. OPERATIVES AND KINDRED WORKERS

OPERATIVES AND KINDRED WORKERS (N.E.C.)
MANUFACTURING
DURABLE GOODS
SAW & PLANING MILLS, & MISC. WOOD PROD.
FURNITURE AND FIXTURES
STONE, CLAY, AND GLASS PRODUCTS
PRIMARY METAL INDUSTRIES
FABRIC'D METAL IND. (INCL. NOT SPEC.)
MACHINERY, EXCEPT ELECTRICAL
ELECTRICAL MACH'Y, EQUIP., & SUPPLIES
MOTOR VEHICLES AND MOTOR VEHICLE EQUIP.
TRANSP. EQUIP., EXC. MOTOR VEHICLE
OTHER DURABLE GOODS
NONDURABLE GOODS
FOOD AND KINDRED PRODUCTS
YARN, THREAD, AND FABRIC MILLS
KNITTING, & OTHER TEXT. MILL PRODUCTS
APPAREL & OTHER FAB'D TEXTILE PRODUCTS
PAPER AND ALLIED PRODUCTS
CHEMICALS AND ALLIED PRODUCTS
OTHER NONDURABLE GOODS
NOT SPECIFIED MANUFACTURING INDUSTRIES

NONMANUFACTURING INDUS. (INCL. NOT RPTD.)
TRANSPORT., COMMUN., & OTHER PUBLIC UTIL.
WHOLESALE AND RETAIL TRADE
OTHER INDUSTRIES (INCL. NOT REPORTED)

PRIVATE HOUSEHOLD WORKERS

SERVICE WORKERS, EXC. PRIV. HOUSEHOLD
BARBERS
CHARWOMEN, JANITORS, AND PORTERS
COOKS, EXCEPT PRIVATE HOUSEHOLD
ELEVATOR OPERATORS
FIREMEN, FIRE PROTECTION
GUARDS AND WATCHMEN
POLICEMEN, SHERIFFS, AND MARSHALS
WAITERS, BARTENDERS, AND COUNTER WORKERS
OTHER SERVICE WORKERS, EXC. PRIV. HOUSEHOLD

FARM LABORERS AND FOREMEN
FARM LABORERS: UNPAID FAMILY WORKERS
EXC. UNPAID, & FARM FOREMEN

LABORERS, EXCEPT FARM AND MINE
FISHERMEN AND OYSTERMEN
LONGSHOREMEN AND STEVEDORES
LUMBERMEN, RAFTSMEN, AND WOOD CHOPPERS
OTHER SPECIFIED LABORERS
LABORERS (N.E.C.)
MANUFACTURING
DURABLE GOODS
FURNITURE, SAW AND PLANING MILLS, AND MISCELLANEOUS WOOD PRODUCTS
STONE, CLAY, AND GLASS PRODUCTS
PRIMARY METAL INDUSTRIES
FABRIC'D METAL IND. (INCL. NOT SPEC.)
MACHINERY, INCLUDING ELECTRICAL
TRANSPORTATION EQUIPMENT
OTHER DURABLE GOODS
NONDURABLE GOODS
FOOD AND KINDRED PRODUCTS
TEXTILE MILL PRODUCTS AND APPAREL
CHEMICALS AND ALLIED PRODUCTS
OTHER NONDURABLE GOODS
NOT SPECIFIED MANUFACTURING INDUSTRIES

NONMANUFACTURING INDUS. (INCL. NOT RPTD.)
CONSTRUCTION
RAILROADS AND RAILWAY EXPRESS SERVICE
TRANSPORTATION, EXCEPT RAILROAD
COMMUN., & UTIL. & SANITARY SERVICE
WHOLESALE AND RETAIL TRADE
OTHER INDUSTRIES (INCL. NOT REPORTED)

OCCUPATION NOT REPORTED

APPENDIX D

REPORT ON REACHING THE RESPONDENTS

Reaching the Respondents

The first task in conducting the follow-up study was a multi-phased attempt to reach the respondents. Respondents attended Benjamin Franklin (BF) H.S. in East Harlem, Boys (B) H.S. in Bedford-Stuyvesant, Morris (M) H.S. in Lower-East Bronx, and Seward Park (SP) H.S. in the Lower-East Side. They had not been contacted by anyone connected with the program since 1962-63. The distribution of the population is given in Table 1.

Table 1. Distribution of the Population of Cooperative and Non-Cooperative Students Who Were Evaluated In 1962-63 and Who Had to be Followed-Up in 1966

School	Co-Op	% of N_1	Control	% of N_2	Total	% of N
BF	35	16.6	32	24.0	67	19.5
B	30	14.2	25	18.8	55	16.0
M	100	47.6	40	30.0	140	40.8
SP	45	21.4	36	27.0	81	23.6
Total	$N_1 = 210$	99.8	$N_2 = 133$	99.8	$N = 343$	99.9

From this population, the sample shown in Table 2 was obtained.

Table 2. Follow-Up Sample for the 1966 Evaluation, Drawn From the Population in Table 1

School	Co-Op	% of original population	% of N_1	Control	% of original population	% of N_2	Total	% of original population	% of N
BF	11	31.4	31.4	6	8.8	28.6	17	25.4	24.6
B	1	3.3	2.0	1	4.0	4.8	2	3.6	2.8
M	18	18.0	37.5	3	7.5	14.2	21	15.0	30.4
SP	18	40.0	37.5	11	30.5	52.4	29	35.8	42.0
Total	$N_1 = 48$	22.8	99.9	$N_2 = 21$	15.8	100.0	N = 69	20.1	99.8

A comparison of these two tables indicates a more adequate representation of Manhattan schools in the sample, and an under-representation of the Brooklyn school.

The sample was obtained in the following way: A letter, on Center stationary, including a return postcard (see Appendix A), was mailed to the last known address of each respondent. Through the response to this letter, the dimensions of the problem of reaching the respondents could be quickly and efficiently ascertained. Table 3 shows the results of this attempt.

Table 3. Distribution of Correspondence Returned by the Respondents

	First Letter* (2 mailings)		Postcards**				Second Letter*** (1 mailing)	
			1st mail		2nd mail			
Status	No.	% of Pop.	No.	% of Pop.	No.	% of Pop.	No.	% of Pop.
Co-op	60	28	29	14	33	16	11	7
Control	39	29	22	16	7	5	6	6
Total	99	28	51	15	40	11	17	7

Total return for postcards at the end of the study:		Total interviewed among those who returned their postcards:	
	Co-op - 62		Co-op - 30
	Control- 29		Control - 10
	Total - 91		Total - 40

*The first letter was mailed to each member of the population. Those whose letters were returned unopened were sent that letter again.

**All letters included a return postcard. All those who sent their cards back received thank you notes.

***The second letter was mailed to the 193 members of the population whose letters were not returned unopened and who did not send their postcards back; they were assumed to have received , but not answered, the first letter. This is what happened with the second letter, although 17 of them came back "address unknown," indicating the unreliability of mail delivery in their residential area.

Fourteen percent of the former cooperative and sixteen percent of the former control students did not receive their letters. These were returned to the sender due to unknown addresses. Many factors could have contributed to this low receiving rate. Mail delivery service in residential areas of the poor tends to be less efficient than elsewhere in the City. In addition, a relatively high rate of residential mobility among the poor, and the failure to leave forwarding addresses make the task more difficult. In the three years intervening between the cooperative program and the follow-up study, many of the respondents could have moved several times. They may also have joined the Armed Forces, been institutionalized, or have left the Metropolitan area.

Yet, for 58 percent of the cooperative and 55 percent of the control student population, the first letter was not returned to the sender. Nor did these respondents send their postcards back. It seemed likely that although some of the letters may have been lost, the majority were received by the students who treated the letters as circulars and did not respond to them.

Today, circulars are sent to New York City residents in such profusion, promising remuneration--as did this letter--or bargains for minimal effort, that the recipient is likely to throw away such mail without reading it or after glancing at it and discrediting it. It is also likely that students who were not successful in school, were not adequately trained in the program, or have not been successful vocationally and educationally since leaving high school would hesitate to discuss these matters with anyone unless under pressure to do so. Revealing failure in front of peers can be especially embarrassing. Some of the respondents may be withdrawn and may not want to take part in unfamiliar, unexpected encounters. Respondent sentiment may also be negative toward one or more of the agencies mentioned in the letter: the school, the cooperative program, the City, or the Center.

To these individuals, who probably received the first letter but did not respond to it, a second letter was sent (see Appendix A), showing the names of those former classmates who already expressed interest in the study. By revealing the names of persons whom they have remembered or still be friendly with, informal channels of communication were hoped to be set in motion which would reduce the respondents' feeling of being singled out for inquiry. It was hoped that further information and encouragement would induce these persons to cooperate.

The results generated by the second letter bore out two assumptions made earlier, as Table 3 indicates. First, mail delivery service in poor neighborhoods did seem unreliable. Seven percent of the letters which were not returned unopened to the sender the first time were now sent back stamped "address unknown." It is not likely that seven percent of these persons moved in the course of a couple of weeks. Second, a vast majority of these respondents, who probably did receive both correspondences, did not answer either letter, probably because they discarded the letters as circulars.

Those individuals whose first letter was returned unopened received that same letter again in the hope that a few more could be reached.

Correspondences, as a whole, did generate a 15 percent return of filled-out postcards the first time, and an additional 11 percent the second time. There were a few telephone calls to the project director as well, mostly from persons who wanted further information about the study before deciding whether to cooperate. Information ascertained about the respondents from the postcards is summarized in Table 4.

Table 4. Distribution of willingness to cooperate expressed through postcard response

Disposition	Co-op		Control		Total	
	#	%	#	%	#	%
Yes	44	70	20	68	64	70
No* (One was interviewed)	6	10	2	6	8	8
In the Service	12	19	7	24	19	20
Total	$N_1 = 62$	99	$N_2 = 29$	98	N =91	98

*"No" does not include excuses and hesitation. Two said "definitely no" over the telephone.

Not all persons who returned their postcards, even those who expressed their willingness to cooperate, could be expected with certainty to participate in the study, because interviews were scheduled for a future time, and the respondents remained free agents over whom the interviewer had no control. Therefore, another method of reaching respondents was initiated, simultaneously with mailing the second letter, in an effort to increase sample size. By that time, the dimensions of the problem of obtaining a sample, and the patterns of respondent interest seemed clear.

Door-to-door visits were made to the last known address of those members of the population about whom no updated information was available. For purposes of field survey, seven part-time assistants were hired. Four of them also acted as interviewers in a later phase of the study. The three women and four men each lived in one of the neighborhoods where the high schools were located and they all had experience with community work, youth agencies, or with door-to-door outreach of the kind employed in the present study. One of them was a white Puerto Rican, five were Negro, and one was white. They were instructed about the nature and the objectives of the program and of the present evaluation. They knew that the first step was to find, and to gain the cooperation of the respondents by alleviating their suspicions and eliciting their interest in the study. In a couple of group discussions with field investigators, the project director canvassed several different problems that might occur in the field and discussed ways of handling them. The field workers seemed to understand the idea that they were to act as detectives. If a respondent's name did not appear on the mail box or on the list of tenants, for example, then a neighbor, a superintendent, a local store owner, the housing office or a classmate from the population could be contacted for information on the whereabouts of the respondent. The interviewers were told to record all information ascertainable about the respondents in one or two house visits, and to be certain to obtain telephone numbers wherever possible. There was daily contact between the project director and the interviewers. This made it possible to call each respondent immediately for an interview. Frequent contact was also essential to relay to each person in the field all the information gathered by a colleague, in order to avoid any duplication of effort. Some community agencies, which were alerted about the study, offered cooperation, making their facilities available.

Each field worker was given the following instruments to help him reach the maximum possible number of respondents:

1. A book of street maps of the five boroughs of New York City which showed the block in which a given house number is to be found. The location of each school was marked on each map. Subway and bus routes, as well as an index of streets by borough, were also part of the booklet.
2. Each field worker had a signed, laminated, Center business card for purposes of self-identification, as well as extra business cards to leave with the respondents or their families.
3. A card-size directory which showed street and avenue numbers for Manhattan.
4. A copy of the list of names and addresses for the entire population with updated information wherever available.
5. A list, in several parts, which indicated respondents grouped according to proximity of residence. This made each trip to the field maximally efficient.

The door-to-door visits proved time consuming and, therefore, expensive. At times, and especially in Brooklyn, the interviewers encountered difficulty in some of the slum buildings.* In Brooklyn also, the residential neighborhood of the school sprawled over a large area which made house visits more time consuming In spite of the difficulties, however, door-to-door visits proved to be a very effective means of contacting respondents in order to increase sample size. Although 30 cooperative and 10 control students interviewed had volunteered to cooperate through their postcards, and they, therefore, could be defined as "easy to reach" respondents, the door-to-door visits also made information available about many respondents who were not interviewed. Data about members of the population who were not interviewed, are summarized in tables 5, 6, 8 and 9 below.

Table 5. Number and Percent of Respondents Who Were Contacted And Those Who Were Unreachable

	Directly or indirectly contacted*		Unreachable		Total	
Status	#	%	#	%	#	%
Co-op	160	76	50	24	210	100
Control	100	75	33	24	133	100
Total	260	76	88	24	343	100

*Including the sample.

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*This neighborhood may have been problematic to canvass for some of the same reasons which culminated in the East New York riots that summer.

Table 5 shows that three-fourths of the population was reachable, either directly, or indirectly through correspondence and door-to-door visits. The term "indirect" refers to speaking to members of the family, to neighbors or to friends. Some of the information gathered is hearsay, but an attempt was made to restrict data to factual material. For example, for individuals in the Armed Forces, the branch of the Service or their station and the date of expected leave were recorded wherever possible. For institutionalized persons, the name of the institution and the reason for being there were noted. For those who were married, relocated or working, the name of the employer, the number of children and the new addresses were sought. A fourth of the population was categorized as unreachable at the termination of the study.

The first phase of the study extended from February to June, while other phases were also underway. It is possible that a further extension of the search for two more months, for instance, would have resulted in contact with more respondents. It is also possible that through the use of Social Security numbers or the help of local draft board information, many of these persons could have at least been contacted. Employer-to-employer detection was also a possibility in theory, but quite difficult to trace with so many marginal jobs. A decision was made not to employ these methods, however, for three reasons. First, it was the experience of the writer that even when a respondent expressed interest in taking part in the study, there was a nearly 50 percent chance that he would not come to one of the scheduled interviews. Second, data gathered through the interviews and questionnaires already revealed a spectrum of respondent experiences and characteristics. Since the evaluation sought to discover the substance of respondents' opinions and achievements, it was achievements, it was felt that the sample already interviewed supplied adequate information, and the expensive and time consuming search for additional respondents could be abandoned. Third, income data and draft status were of general interest only since the evaluation focused on self-determined achievements and satisfaction, not on the reconstruction of successive stages of employment and their evaluation.

A representative sample of cooperative and control students could adequately supply the sought information. This sample may have been skewed in the direction of including mostly the successful and satisfied respondent. Only interviewing the entire population could definitely prove otherwise. Yet there were several facts to indicate that members of the sample were not significantly different from the total population. First, although 58 per cent of those interviewed expressed an early interest in the study through postcards, when they had to prove their commitment and actually come to the interviews these persons seemed no easier to reach than those who were not interviewed. The difference then may have been in accessibility by mail, by telephone and door-to-door visits rather than in relationship to the program. Secondly, on the basis of information gathered from letters, postcards and door-to-door visits, those actually interviewed did not seem significantly different from those not interviewed. Thirdly, soon after interviewing began, it became clear that intense effort would be required to gather a large enough group for each meeting. As time went on, a high level of effort expenditure produced the same rate of result, and reached similar kinds of respondents. Presumably, prolonging the search would have increased sample size; but there was no indication that different kinds of respondents would have been reached.

Table 6. Number and Percentage of School Population for Whom There Were Telephone Numbers Available

	Co-op		Control		Total	
School	#	%	#	%	#	%
Benjamin Franklin	13	37	13	40	26	38
Boys	4	13	3	16	8	14
Morris	26	26	16	40	42	30
Seward Park	20	44	13	36	33	40
Total	63	30	46	34	109	32

Table 7. Number and Percent of Respondents in the Sample For Whom Telephone Numbers Were Available

	Co-op		Control		Total	
School	#	%	#	%	#	%
Benjamin Franklin	9	82	4	66	13	76
Boys	1	100	1	100	2	100
Morris	14	78	3	100	17	80
Seward Park	13	72	8	72	21	72
Total	37	77	16	76	53	76

Tables 6 and 7 reveal the importance of telephone numbers for contacting the respondents. Though it was possible to contact most individuals through letters and house visits, the telephone proved essential for the scheduling interviews, through the repeated reminder calls that were required for most interviewees to come at the appointed times. While the writer had telephone numbers for only a third of the population, 76 percent of those who were eventually interviewed had telephones. Repeated and immediate contact proved to be important in obtaining real, as opposed to professed, cooperation from the respondents.

Table 8 summarizes available information on the residential status of the population. All of the above mentioned methods were used to arrive at these data.

Table 8. Number and Percentage of School Populations Who Changed Addresses Since 1962-63*

School	Co-op		Control		Total	
	#	%	#	%	#	%
Benjamin Franklin	17	48	11	34	28	42
Boys	15	50	7	28	22	40
Morris	23	23	12	30	35	25
Seward Park	11	24	9	25	20	25
Total	66	32	39	29	105	30

*Those in the Armed Forces or in institutions are not included.

A third of all respondents moved since they left high school, not including those in institutions. A half of the cooperative students from Benjamin Franklin and Boys high schools have relocated.

Table 9 is a summary of the contact status of the population. Cooperative and control students did not seem different in terms of accessibility for interviewing. About two-thirds of the original population was cooperative, and one-third of it control. These proportions are reflected among those who were not interviewable because of being in the Service or in institutions, or because they moved out of the Metropolitan area. Again, those who were unreachable by the methods used in the study include these proportions of cooperative and control students.

Table 9. Summary of Respondent Availability for the Study

	Interviewed*		In the Service**		Moved out of the metropolitan area		Institutionalized(jail)		Unwilling or unable to be interviewed***		Unreachable		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Co-op	48	14	42	12	8	2	4	1	58	18	50	14	210	61
Control	21	6	30	8	4	1	1	0	45	14	33	10	133	38
Total	69	20	72	20	12	3	5	1	103	32	83	24	343	100

*Those interviewed include 1 co-op and 1 control respondent who were in the Armed Forces at the time of the study.

**Respondents who already completed their tour of duty in the Armed Forces are not included.

***This category includes 1 invalid co-op respondent and 1 former co-op student who is dead.

APPENDIX E

TABULATED DATA FROM LIFE PLANNING QUESTIONNAIRE

Table 1

Percentage Distribution of Desired Amount of Education, by Year

Desired Amount of Education	Year 1962	Year 1966
11-12 years	11.5	9.1
13 years	9.8	1.5
14-15 years	24.6	16.7
16 years	26.2	36.4
17-18 years	24.6	34.9
DK,NA	3.3	1.5
N	61	66

Table 2

Percentage Distribution of Expected Amount of Education, by Year

Expected Amount of Education	Year 1962	 1966
11-12 years	45.9	34.9
13 years	11.5	4.5
14-15 years	22.9	16.7
16 years	13.1	16.7
17-18 years	3.3	15.2
DK,NA	3.3	12.1
N	61	66

Table 3

Percentage Distribution of Desired Kind of Education,
by Status, by Year

Desired Kind of Education	Status in the Study					
	1962			1966		
	Cooperative	Control	Total	Cooperative	Control	Total
Just college	7.0	33.3	14.8	13.0	--	9.1
Teachers or engineering college	18.6	16.7	18.0	21.7	20.0	21.2
University or private business school	39.5	33.3	37.7	34.8	30.0	33.3
Trade or technical school	14.0	5.6	11.5	17.4	35.0	22.7
None	9.3	5.6	8.2	2.2	--	1.5
DK, NA	11.6	5.6	9.8	10.9	15.0	12.1
N	43	18	61	46	20	66

Table 4

Percentage Distribution of Expected Kind of Education, by Status in Study, by Year

Expected Kind of Education	Status in the Study					
	1962			1966		
	Cooperative	Control	Total	Cooperative	Control	Total
Just College	7.0	33.3	14.8	17.4	20.0	18.2
University or private business school	23.3	27.8	24.6	4.4	10.0	6.1
Trade or Technical School	9.3	--	6.6	4.4	15.0	7.6
None	20.9	16.7	19.7	15.2	20.0	16.7
Don't Know	18.6	11.1	16.4	41.3	15.0	33.3
Presently Attending	--	--	--	6.5	5.0	6.1
DK, NA	20.9	11.1	18.0	10.9	15.0	12.1
N	43	18	61	46	20	66

Table 5

Percentage Distribution of Desired Kind of Education, by Race, by Year

Desired Kind of Education	1962 Negro	1962 White	1962 Puerto Rican	1966 Negro	1966 White	1966 Puerto Rican
Just college	20.0	--	19.1	9.1	7.1	7.7
Teachers or engineering college	30.0	21.4	9.5	22.7	14.3	26.9
University or private business school	35.0	42.9	33.3	27.3	50.0	23.1
Trade or technical school	--	14.3	14.3	27.3	14.3	26.9
None	5.0	7.1	14.3	--	--	3.9
DK, NA	10.0	14.3	9.5	13.6	14.3	11.5
N	20	14	21	22	14	26

Table 6

Percentage Distribution of Expected Kind of Education, by Race, by Year

Expected Kind of Education	1962			1966		
	Negro	White	Puerto Rican	Negro	White	Puerto Rican
Just college	25.0	14.3	9.5	22.7	7.1	19.2
University or private business school	25.0	25.6	19.1	4.6	--	3.9
Trade or technical school	10.0	7.1	4.8	9.1	7.1	7.7
Presently attending	--	--	--	4.6	21.4	--
None	10.0	14.3	33.3	13.6	21.4	19.2
DK	20.0	21.4	9.5	27.3	28.6	42.3
NA	10.0	14.3	23.8	18.2	14.3	7.7
N	20	14	21	22	14	26

Table 7

Percentage Distribution of Desired Kind of Education, by Year

1962	1966					
Desired Kind of Education	Desired Kind of Education					
	Just College	Teachers or Engineering College	University or Private Business School	Technical or Trade School	None	DK, NA
Just college	16.7	25.0	14.3	7.7	--	--
Teachers or engineering college	16.7	33.3	4.8	15.4	--	50.0
University or private business school	50.0	25.0	57.1	30.8	--	16.7
Technical or trade school	--	16.7	9.5	15.4	--	--
None	16.7	--	4.8	23.1	--	--
DK, NA	--	--	9.5	7.7	100.0	33.3
N	6	12	21	13	1	6

Table 8

Percentage Distribution of Expected Kind of Education, by Year

1962	1966						
Expected Kind of Education	Expected Kind of Education						
	Just College	University or Private Business School	Trade or Technical School	Presently Attending	Don't Know	None	DK, NA
Just college	27.3	50.0	--	25.0	11.1	9.1	--
University or private business school	36.4	--	20.0	50.0	11.1	18.2	50.0
Trade or Technical school	9.1	25.0	20.0	--	--	9.1	16.7
Presently attending	--	--	--	*	--	--	--
Don't know	18.2	--	20.0	25.0	22.2	9.1	16.7
None	9.1	25.0	20.0	--	33.3	27.3	--
DK, NA	--	--	20.0	--	22.2	27.3	16.7
N	11	4	5	4	18	11	6

*There can be no consistency here.

Table 9

Percentage Distribution of Expected Amount of Education, by Year

1962	1966					
Expected Amount of Education	Expected Amount of Education					
	11-12 yrs.	13 yrs.	14-15 yrs.	16 yrs.	17-18 yrs.	DK, NA
11-12 yrs.	71.4	75.0	33.3	22.2	40.0	28.6
13 yrs.	9.5	25.0	66.7	33.3	20.0	42.9
14-15 yrs.	9.5	--	--	44.4	20.0	14.3
16 yrs.	4.8	--	--	--	20.0	14.3
17-18 yrs.	--	--	--	--	--	--
DK, NA	4.8	--	--	--	--	--
N	21	3	9	9	10	7

Table 10

Percentage Distribution of Desired Occupation, by Status in the Study, by Year

Desired Occupation	Status in the Study					
	1962			1966		
	Cooperative	Control	Total	Cooperative	Control	Total
Professional-manager	46.5	44.4	45.9	54.3	55.0	54.6
Clerical-sales-crafts	30.2	38.9	32.8	23.9	30.0	25.8
Operative-service	16.3	11.1	14.8	13.0	5.0	10.6
Armed Forces	2.3	5.6	3.3	2.2	5.0	3.0
DK, NA	4.7	--	3.3	6.5	5.0	6.1
N	43	18	61	46	20	66

Table 11

Percentage Distribution of Most Suitable Occupation, by Status in the Study, by Year

Most Suitable Occupation	Status in the Study					
	1962			1966		
	Cooperative	Control	Total	Cooperative	Control	Total
Professional-manager	34.9	27.8	32.8	36.9	50.0	40.9
Clerical-sales-crafts	32.6	27.8	31.1	34.8	20.0	30.3
Operative-service	11.6	11.1	11.5	6.5	5.0	6.1
Armed Forces	2.3	22.2	8.2	2.2	--	1.5
Labor	2.3	--	1.6	--	--	--
DK, NA	16.3	11.1	14.8	19.6	25.0	21.2
N	43	18	61	46	20	66

Table 12

Percentage Distribution of Expected Occupation,
by Status in Study, by Year

Expected Occupation	Status in the Study					
	1962			1966		
	Cooperative	Control	Total	Cooperative	Control	Total
Professional-manager	20.9	11.1	18.0	37.0	35.0	36.4
Clerical-sales-crafts	39.5	38.9	39.3	26.1	30.0	27.3
Operative-service	18.6	27.8	21.3	13.0	10.0	9.1
Armed Forces	9.3	11.1	9.8	2.2	5.0	3.0
DK, NA	11.6	11.1	11.5	21.7	20.0	24.2
N	43	18	61	48	21	66

Table 13

Percentage Distribution of Motives for Choosing Desired Occupation, by Year

Motives	Year 1962	Year 1966
Has skills for it	16.4	19.7
Finds work interesting, attractive	47.5	54.5
Wants rewards, prestige of occupation	27.9	18.2
DK, NA	8.2	7.6
N	61	66

Table 14

Percentage Distribution of Motives for Choosing Most Suitable Occupation, by Year

	Year	
Motives	1962	1966
Has skills for it	52.5	47.0
Finds work interesting, attractive	14.8	21.2
Wants rewards, prestige of occupation	9.8	6.1
DK, NA	22.9	25.8
N	61	66

Table 15

Percentage Distribution of Motives for Choosing Expected Occupation, by Year

Motives	Year 1962	Year 1966
Has skills for it	31.1	42.4
Finds work interesting, attractive	21.3	22.7
Wants rewards, prestige of occupation	13.1	10.6
DK, NA	34.4	24.2
N	61	66

Table 16

Percentage Distribution of Desired Occupation by Year, by Work Assignment in the Coop

Desired Occupation	Work Assignment							
	1962				1966			
	Clerical	Hospital	Park	Unknown	Clerical	Hospital	Park	Unkno
Professional-manager	60.0	33.3	41.7	20.0	57.1	62.5	35.7	100.
Clerical-sales-crafts	35.0	50.0	16.7	20.0	28.6	12.5	28.6	--
Operative-service	5.0	--	33.3	40.0	14.3	12.5	14.3	--
Armed Forces	--	--	--	20.0	--	--	7.1	--
DK, NA	--	16.7	8.3	--	--	12.5	14.3	--
N	20	6	12	5	21	8	14	3

Table 17

Percentage Distribution of Most Suitable Occupation, by Year, by Work Assignment in the Coop

Most Suitable Occupation	Work Assignment							
	1962				1966			
	Clerical	Hospital	Park	Unknown	Clerical	Hospital	Park	Unknow
Professional-manager	40.0	16.7	25.0	60.0	42.9	50.0	21.4	33.3
Clerical-sales-crafts	40.0	33.3	33.3	--	42.9	25.0	35.7	--
Operative-service	5.0	--	25.0	20.0	14.3	--	--	--
Armed Forces	--	--	8.3	--	--	--	7.1	--
Labor	--	--	--	20.0	--	--	--	--
DK, NA	15.0	50.0	8.3	--	--	25.0	35.7	66.6
N	20	6	12	5	21	8	14	3

Table 18

Percentage Distribution of Expected Occupation, by Year, by Work Assignment in the Coop

Expected Occupation	Work Assignment							
	1962				1966			
	Clerical	Hospital	Park	Unknown	Clerical	Hospital	Park	Unknow
Professional-manager	20.0	16.7	16.7	40.0	38.1	62.5	21.4	33.3
Clerical-sales-crafts	40.0	66.7	33.3	20.0	28.6	--	35.7	33.3
Operative-service	20.0	--	25.0	20.0	19.0	12.5	7.1	--
Armed Forces	--	16.7	16.7	20.0	--	--	7.1	--
DK, NA	20.0	--	8.3	--	14.3	25.0	28.6	33.3
N	20	6	12	5	21	8	14	3

Table 19

Percentage Distribution of Desired Occupation,
by Race, by Year

Desired Occupation	Desired Occupation					
	1962			1966		
	Negro	White	Puerto Rican	Negro	White	Puerto Rican
Professional-manager	50.0	50.0	42.9	54.5	35.7	61.5
Clerical-sales-crafts	30.0	21.4	47.6	27.3	42.9	15.4
Operative-service	10.0	21.4	9.5	9.1	7.1	15.4
Armed Forces	5.0	--	--	4.5	--	3.8
DK, NA	5.0	7.1	--	4.5	14.3	3.8
N	20	14	21	22	14	26

Table 20

Percentage Distribution of Most Suitable Occupation, by Race, by Year

Most Suitable Occupation	Most Suitable Occupation					
	1962			1966		
	Negro	White	Puerto Rican	Negro	White	Puerto Rican
Professional-manager	30.0	35.7	33.3	50.0	28.6	34.6
Clerical-sales-crafts	35.0	21.4	38.1	27.3	57.1	19.2
Operative-service	5.0	14.3	14.3	4.5	7.1	7.7
Armed Forces	10.0	7.1	4.8	--	--	3.8
Labor	5.0	--	--	--	--	--
DK, NA	15.0	21.4	9.5	18.2	7.1	34.6
N	20	14	21	22	14	26

Table 21

Percentage Distribution of Expected Occupation, by Race, by Year

Expected Occupation	Expected Occupation					
	1962			1966		
	Negro	White	Puerto Rican	Negro	White	Puerto Rican
Professional-manager	10.0	35.7	19.0	40.9	21.4	38.5
Clerical-sales-crafts	40.0	21.4	47.6	18.2	57.1	19.2
Operative-service	20.0	21.4	14.3	4.5	7.1	23.1
Armed Forces	10.0	7.1	4.8	4.5	--	3.8
Labor	--	--	4.8	--	--	--
DK, NA	20.0	14.3	9.5	31.8	14.3	15.4
N	20	14	21	22	14	26

Table 22

Percentage Distribution of Desired Occupation, by Most Suitable Occupation, in 1962

Desired Occupation	Most Suitable Occupation					
	Professional-manager	Clerical-Sales-crafts	Operative-service	Armed Forces	Labor	DK, NA
Professional-manager	73.7	31.6	25.0	50.0	--	44.4
Clerical-sales-crafts	15.8	52.6	--	25.0	--	44.4
Operative-service	5.3	10.5	75.0	25.0	50.0	--
Armed Forces	5.3	--	--	--	50.0	11.1
Labor	--	--	--	--	--	--
DK, NA	--	5.3	--	--	--	--
N	19	19	8	4	2	9

Table 23

Percentage Distribution of Most Suitable Occupation,
by Expected Occupation, in 1962

Most Suitable Occupation	Expected Occupation					
	Professional-manager	Clerical-sales-crafts	Operative-service	Armed Forces	Labor	DK, NA
Professional-manager	66.7	25.0	23.1	--	--	60.0
Clerical-sales-crafts	16.7	58.3	23.1	16.7	--	20.0
Operative-service	8.3	--	30.8	16.7	100.0	--
Armed Forces	--	4.2	23.1	--	--	--
Labor	--	--	--	33.3	--	--
DK, NA	8.3	12.5	--	33.3	--	20.0
N	12	24	13	6	1	5

Table 24

Percentage Distribution of Desired Occupation,
by Expected Occupation, in 1962

Desired Occupation	Expected Occupation					
	Professional-manager	Clerical-sales-crafts	Operative-service	Armed Forces	Labor	DK, NA
Professional-manager	81.8	37.5	50.0	16.7	--	71.4
Clerical-sales-crafts	18.2	54.2	16.7	33.3	--	--
Operative-service	--	4.2	33.3	33.3	100.0	--
Armed Forces	--	--	--	16.7	--	14.3
Labor	--	--	--	--	--	--
DK, NA	--	4.2	--	--	--	14.3
N	11	24	12	6	1	7

Table 25

Percentage Distribution of Desired Occupation, by Most Suitable Occupation, in 1966

Desired Occupation	Most Suitable Occupation				
	Professional-manager	Clerical-sales-crafts	Operative-service	Armed Forces	DK, NA
Professional-manager	96.3	23.8	--	--	33.3
Clerical-sales-crafts	--	61.9	40.0	--	25.0
Operative-service	--	9.5	60.0	--	16.7
Armed Forces	3.7	--	--	100.0	--
DK, NA	--	4.8	--	--	25.0
N	27	21	5	1	12

Table 26

Percentage Distribution of Most Suitable Occupation,
by Expected Occupation, in 1966

Most Suitable Occupation	Expected Occupation				
	Professional-manager	Clerical-sales-crafts	Operative-service	Armed Forces	DK, NA
Professional-manager	83.3	11.1	--	50.0	25.0
Clerical-sales-crafts	8.3	77.8	33.3	--	12.5
Operative-service	--	--	50.0	--	6.3
Armed Forces	--	--	--	50.0	--
DK, NA	8.3	11.1	16.7	--	56.3
N	24	18	6	2	16

Table 27

Percentage Distribution of Desired Occupation, by Expected Occupation, in 1966

Desired Occupation	Expected Occupation				
	Professional-manager	Clerical-sales-crafts	Operative-service	Armed Forces	DK, NA
Professional-manager	100.0	22.2	37.5	--	35.7
Clerical-sales-crafts	--	66.7	12.5	--	28.6
Operative-service	--	5.6	50.0	--	14.3
Armed Forces	--	--	--	100.0	--
DK, NA	--	5.6	--	--	21.4
N	24	18	8	2	14

Table 28

Percentage Distribution of Desired Occupation, by Year

1962	1966					
Desired Occupation	Desired Occupation					
	Professional-manager	Clerical-sales-crafts	Operative-service	Armed Forces	Labor	DK, NA
Professional-manager	61.3	31.3	42.9	--	--	33.3
Clerical-sales-crafts	22.6	50.0	42.9	100.0	--	--
Operative-service	16.1	12.5	14.3	--	100.0	33.3
Armed Forces	--	--	--	--	--	--
Labor	--	--	--	--	--	--
DK, NA	--	6.3	--	--	--	33.3
N	31	16	7	1	1	3

Table 29

Percentage Distribution of Most Suitable Occupation, by Year

1962	1966					
Most Suitable Occupation	Most Suitable Occupation					
	Professional-manager	Clerical-sales-crafts	Operative-service	Armed Forces	Labor	DK, NA
Professional-manager	36.0	31.6	40.0	--	--	11.1
Clerical-sales-crafts	28.0	26.3	40.0	--	100.0	33.3
Operative-service	8.0	10.5	20.0	--	--	22.2
Armed Forces	--	5.3	--	--	--	--
Labor	--	5.3	--	--	--	11.1
DK, NA	28.0	21.1	--	--	--	22.2
N	25	19	5	0	1	9

Table 30

Percentage Distribution of Expected Occupation, by Year

1962	1966					
Expected Occupation	Expected Occupation					
	Professional-manager	Clerical-sales-crafts	Operative-service	Armed Forces	Labor	DK, NA
Professional-manager	31.6	23.5	--	--	--	6.3
Clerical-sales-crafts	42.1	23.5	66.7	--	--	37.5
Operative-service	--	11.8	16.7	--	--	12.5
Armed Forces	10.5	11.8	--	--	--	6.3
Labor	--	--	--	--	--	12.5
DK, NA	15.8	29.4	16.7	100.0	--	25.0
N	19	7	6	1	0	16

CENTER FOR URBAN EDUCATION
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Errata to Evaluation of the Municipal Cooperative Education Program: A Report

1. Title should read:
   Evaluation of the Municipal Cooperative Education Program:
   A Report of the 1962-1963 Trainees

2. P. 12, paragraph 1, sentence 1 should read:
   In short, the MCEP offered an avenue heretofore nonexistent in New York City schools for potential dropouts to engage in vocational experiences under structured and supervised conditions while continuing secondary education with an increased likelihood of completing it.

3. P. 18, line 2, change received...compensation to read:
   "...received $2,750 per annum, prorated for time worked, and vacation, sick leave, and workmen's compensation..."

4. P. 35, paragraph 2, the following sentence should be added:
   Although trainee salaries were fixed at a uniform rate, some coop students worked in agencies other than City departments and received either higher or lower remuneration than did most trainees.

5. P. 38, paragraph 1, last sentence should be changed to read:
   As a result, they received no promotions and no raises other than mandated salary increments.